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CIS

CLOSING OF OFF-RESERVATION BOARDING SCHOOLS

HEARING

BEFORE THE

SELECT COMMITTEE ON INDIAN AFFAIRS
UNITED STATES SENATE

NINETY-SEVENTH CONGRESS

SECOND SESSION

ON

THE BUREAU OF INDIAN AFFAIRS PROPOSAL TO CLOSE
THREE OFF-RESERVATION BOARDING SCHOOLS

FEBRUARY 24, 1982
WASHINGTON, D.C.

U.S. GOVERNMENT PRINTING OFFICE
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CLOSING OF OFF-RESERVATION BOARDING SCHOOLS

FEBRUARY 24, 1982

U.S. SENATE,
SELECT COMMITTEE ON INDIAN AFFAIRS,
Washington, D.C.

The committee met, pursuant to notice, at 9:02 a.m., in room 1224, Dirksen Senate Office Building, Hon. Mark Andrews (acting chairman), presiding.

Present: Senators Mark Andrews of North Dakota; Harrison Schmitt, New Mexico; Quentin Burdick, North Dakota; Don Nickles, Oklahoma; and Representative Byron Dorgan, North Dakota.

Staff present: Mary Jane Wrenn, staff attorney.

Senator ANDREWS. The hearing will come to order.

We are here this morning to review the Bureau of Indian Affairs' proposal to close three off-reservation boarding schools at the end of this fiscal year.

The schools scheduled for closure are: The Wahpeton Indian School, Wahpeton, N. Dak.; Concho Indian School, Concho, Okla.; and the Southwestern Polytechnic Institute at Albuquerque, N. Mex.

Before I go into my opening statement as chairman of this hearing, I would like to listen to the remarks of my esteemed colleague, Senator Schmitt from New Mexico, who has a problem in that he is chairing another committee. Earlier yesterday, I was chairing a subcommittee for him; so, in the spirit of returning that gracious gesture on your part, Senator Schmitt, we would be glad to have you, in effect, open our hearing today.

Senator Schmitt.

STATEMENT OF HARRISON SCHMITT, A U.S. SENATOR FROM THE STATE OF NEW MEXICO

Senator SCHMITT. Well, Mr. Chairman, I appreciate your courtesy very much. It is good to be with both you and Senator Burdick, recognizing that we have a commonality of interest in this particular issue.

I appreciate, also, the opportunity to share a few thoughts with you on the subject of the Southwestern Indian Polytechnic Institute in Albuquerque. I am sure that the other institutes and their unique situations will be covered well by others appearing before you.

The Southwestern Indian Polytechnic Institute, or what is commonly known as SIPI among its friends, as well as its critics, is unique in that it is the only Bureau of Indian Affairs funded, all Indian technical vocational institute in the United States.

It is also unique in that it has attracted a remarkable level of support from the private sector; companies which need the skills taught at SIPI.

SIPI succeeds in both ways: It provides the means by which the Indian, regardless of tribal affiliation or geographic residence, can gain highly technical skills in an environment which is sensitive to cultural background. It also provides industry with a pool of trained technicians from which they actively recruit, and successfully recruit.

Earlier this year when Secretary Watt announced that SIPI would be closed at the end of the current academic year, the private sector began to rally to the institute's support, as did the tribes which have benefited from its activities.

The Xerox Corp., a long-time recruiter of SIPI graduates in New Mexico, granted its former SIPI liaison officer, Ron Mills, a 6-month social service leave to help pull together a plan whereby the private sector, in cooperation with other governmental and tribal entities, could support SIPI on a sustaining basis, thereby reducing the Federal Government's support of SIPI to a base-line level.

In addition, I was just briefed yesterday on a proposal brought together principally under the leadership of Governor Lewis of the Zuni tribe to make a similar kind of an effort under a different umbrella. It is important that a number of different groups, Mr. Chairman, have moved forward to find ways in which a broader base of support can be pulled together for SIPI.

In hearings that I chaired last year in New Mexico, representatives of private industry located, or locating in that State told me, over and over again, that they were having problems finding employees to fill the skilled and semiskilled jobs that were being created. The record presented to me indicates that SIPI has made a solid contribution to providing training in the skills demanded in the New Mexico and, in fact, the national job markets.

I am impressed by the enthusiasm of companies such as Xerox, Hewlett-Packard, and Mountain Bell Telephone Co. about the training programs currently being offered at SIPI, and those that could be offered in the future in response to new and changing need.

I recently sent Secretary Watt a seven-page inventory of private sector contributions of instructors, materials, training support, machinery, and various forms of inkind and financial support. I would ask that we be permitted to provide a copy of that inventory for your record, Mr. Chairman.

Senator ANDREWS. That will be most helpful.

Senator SCHMITT. I requested, in light of his recent statements to me personally indicating his willingness to reconsider the SIPI closure if private sector and other support increased significantly, that he notify the appropriate congressional committees of the intent of the Interior Department to review the SIPI funding situation.

Three alternatives that I have suggested to the Secretary are a reallocation of funds in the fiscal year 1982 budget, a supplemental funding request or other discretionary means. It is my sincere hope that the committee will join in supporting a review of the proposed decision to close an important Indian technical institute, and, if necessary, provide continuation of funds for fiscal year 1983 until that review is completed.

Mr. Chairman, I would be less than candid if I claimed that SIPI had no difficulties during its 10-year experience. Obviously it has. Any institution whether Indian or non-Indian has similar startup difficulties.

The perception of the Interior Department is that the facility is underutilized and has a poor placement record. These may have been serious problems several years ago, but the latest available figures indicate that there are 540 full-time students enrolled at the institute. The attrition rate is only 12 percent, a 15-percentage point improvement from just 2 years ago.

Several of the institute's training programs show placement rates after graduation of 96 percent. The overall placement rate for the last 10 years has been 68 percent, but the figure does not reflect students who leave the program before graduation to take jobs already available in the private sector. Even accepting the published placement rate an astute observer pointed out recently that the 68 percent rate is probably not far from the current placement rate for law school graduates.

The alternatives being proposed—I might also add here, Mr. Chairman, that there are oncampus housing facilities at SIPI which are also essentially fully utilized at this time. The alternatives being proposed to provide training for SIPI students are for them to attend the Haskell Indian Junior College or to attend local tribally controlled community colleges.

To the first suggestion, I would point out that Haskell's dormitories are already filled to capacity. The school's administrators expect increased enrollment independent of SIPI's future.

It is obvious that Haskell cannot accommodate additional students, particularly those attending from out-of-State locations.

To the second alternative, I would respond that there are major differences in purpose and approach between community colleges and technical vocational school.

Most importantly, a technical vocation school of the SIPI type, and other types of non-Indian orientation are generally designed to be far more responsive to the changing employment picture for their graduates. This certainly has been the case at SIPI, and should be the case in any technical vocational institution.

Each type of institution has advantages depending on the individual student's career goal. A technical school, however, requires much more in the way of expensive equipment and laboratories, and specialized instructors. These expensive requirements cannot be met by most community colleges.

SIPI is operating now in exceptionally fine facilities with sophisticated electronics, optics, and telecommunications laboratories as well as equipment necessary to provide civil engineering training to many students. That is, by the way, Mr. Chairman, one of the greatest demands right now. I was interested to find out, just last week, the need for students with surveying skills, civil engineering skills for a growing amount of activity, not only on the reservation, but elsewhere within the communities.

No cost savings can possibly result from shutting down this facility with the hope of duplicating the program elsewhere.

I have been on the SIPI campus twice in the past 6 weeks talking with students, administrators, and faculty, and supporters of the institute. There is a real sense of institutional pride at the school, but, for obvious reasons, there is a dark cloud hanging on the horizon.

One student representative told me recently that local non-Indian educational institutions simply cannot absorb the extra student load if SIPI were to close. Even if they could, she told me, most of the students would not be able to afford tuition and fees. She and other student representatives asked me what they could do to save their school. My advice was that they personally contact the congressional delegation from their home States and let them know how they feel about the kind of job SIPI has done, and is doing, to help them get along in an increasingly complex and technological world where the unskilled are doomed to lives of low pay and low self-image.

An elderly native of San Isidro Pueblo told me that during a visit to SIPI campus, that his ability to communicate and function in the English-speaking world was a direct result of the education he received at the pueblo's BIA day school.

He urged me to fight for SIPI for the sake of future generations of Indian young people, and asked me,

> If the government can give money to the Army band to make noise and give money to scientists to find out why hyenas laugh, then why can't there be money to educate Indian young people?

Mr. Chairman, SIPI's fiscal year 1981 appropriation was $3.4 million. It is my sincere hope that this committee and other committees of jurisdiction can see fit to recommend to the Congress that SIPI be funded at least through the 1983 fiscal year at a level that will reflect both the goals of this Congress to reduce the rate of growth of Federal spending, and a willingness by Congress to allow SIPI to build on the impressive progress that has been made toward interacting with the private sector for training and employment.

I will submit additional documentation for the hearing record. I will look forward to providing the committee with any additional information it may require, and, in particular, as Mr. Mills and Mr. Martin working together at the institute, along with my own staff developed, hopefully, a broadly integrated and broadly supported plan for a schedule of transition to increase non-Federal support for the school. We will make that information available to the committee.

[Subsequent to the hearing, the following material was received the the record. Testimony resumes on p. 19.]

HARRISON SCHMITT
NEW MEXICO

COMMITTEES:
COMMERCE, SCIENCE, AND TRANSPORTATION

APPROPRIATIONS

BANKING, HOUSING, AND URBAN AFFAIRS

INTELLIGENCE

United States Senate
WASHINGTON, D.C. 20510

February 9, 1982

Dear Mr. Secretary:

Since our January 27, 1982 discussion about the future of the Southwestern Indian Polytechnic Institute (SIPI), there has been a significant development which demonstrates the potential for a larger private sector role in maintaining SIPI as a viable and valuable technical-vocational training institute for young Indian people.

The Xerox Corporation has announced that Mr. Ron Mills, their Albuquerque-based service manager, has been granted six months of social service leave from the company. During this period Mr. Mills will put together a detailed proposal for a phased-in increase of private sector participation in SIPI. Until the time of this announcement by Xerox, Mr. Mills had served as the company's SIPI Liaison Officer. Due to the compatibility of SIPI's electronics technical training program with the company's training program, Xerox has been one of the leading recruiters of SIPI graduates in the Albuquerque area.

The focal point of Mr. Mill's efforts will be phased-in increase in the level of private support for SIPI over a specific period of time, while maintaining a base-line level of support from the Bureau of Indian Affairs. Mr. Mills hopes to secure commitments of sustained financial support from companies presently involved in SIPI and to expand upon this base of corporate support in the days ahead. I trust that Mr. Mills will report significant progress in this effort by the time that the 1983 Interior Department budget is finally considered by Congress.

You will find enclosed a summary of past and present SIPI activities in cooperation with the private sector. This should provide an updated and realistic picture of SIPI's performance, as well as evidence that private sector support of SIPI is already an ongoing reality. Current SIPI enrollment is 665 full-time students, which is very close to the capacity of the facility. Since 1978 the attrition rate has dropped from 27% to 12%. Although overall placement has hovered around 68%, technical program placement has fared much better. The Civil Engineering Program has a 96% placement rate, the Optics Program has an 80% rate, Telecommunications has an 88% rate, and Electronics has an 83% rate. It is my belief that the high placement rates in these programs are indicative of continuing demands made by the local job market.

It seems feasible that greater involvement by the private sector in coordination with the Bureau of Indian Affairs will ensure that American Indians will be able to continue to improve their career opportunities, both within the private sector and within the structure of their developing tribal communities. SIPI presents a unique focal point for public and private cooperation in this effort.

In light of the recent progress toward increasing private support for SIPI, I trust that you will notify the appropriate Congressional committees of your intent to review the Interior Department's role in SIPI funding. A re-allocation of funds in the FY 1983 Interior Department budget, a supplemental funding request or adequate discretionary means could serve to ensure that SIPI is given a reasonable interim period during which to increase their level of private sector support.

These suggestions would be well within the Reagan Administration's intention to heighten the private sector role in providing necessary services which assist America's general economic recovery. I appreciate the time you have taken to address this specific problem and look forward to working with you toward expanding SIPI's contribution to New Mexico and the Southwest.

Sincerely,

Harrison Schmitt

Harrison Schmitt
United States Senator

HHS:wcb

Enclosure

The Honorable James G. Watt
Secretary of the Interior
Department of the Interior
Washington, D.C. 20240

OPTIONAL FORM NO. 10
MAY 1962 EDITION
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

TO : Mr. Bob Martin, Acting President, SIPI

DATE: February 5, 1982

FROM : Chairman, Occupational Technologies ab

SUBJECT: Public and Private Sector Contributors to Training Programs at Southwestern Indian Polytechnic Institute

1. United States Secret Service
   Albuquerque, New Mexico

   a. Periodic donations of confiscated consummable items such as inks, developing trays, plates, and other supplies to be used in instruction.

   b. Periodic on-campus lectures and films given by agents on the abuse of printing facilities and equipment such as counterfeiting, forgery, etc., and on responsibilities of printers.

2. Nationwide Papers - Champion International
   Albuquerque, New Mexico

   a. Periodic donations of various types of scrap paper stock useable in in instruction.

   b. Company arranges for guest on-campus speakers from paper mill companies to give presentations and/or show films on paper use and paper production.

   c. Representative serves on Graphic Arts/Offset Lithography Advisory Committee.

3. Litho Supply, Inc.
   Albuquerque, New Mexico

   a. Periodic donations of new product items (sample products) which help the section to keep up-dated on new products and developments.

   b. Owner serves on Graphic Arts/Offset Lithography Advisory Committee.

4. Defense Nuclear Agency - Printing Facilities
   Kirtland Air Force Base, Albuquerque,, New Mexico

   a. Larry Sanchez, lithographer with DNA has lectured students on craftsmanship in the trade and has repaired various offset presses for the section. He serves on the Graphic Arts/Offset Lithography Advisory Committee.

5. United Offset Supply
   Albuquerque, New Mexico

   a. Periodic on-campus guest speakers giving presentations on new products and use of various materials in printing.

6. Native American Materials Center
   Albuquerque, New Mexico

   a. Provides employment, OJT and Co-op training for SIPI students.

   b. Representative serves on the Advisory Committee.

7. The following Optical Companies have donated eye glass frames to the Optical Technology program for instructional use:

a. Robin Optical Teaneck, New Jersey	90 frames
b. Vanity Optical Lyndhurst, New Jersey	50 frames
c. Optyl Corporation Norwood, New Jersey	48 frames
d. Fairchild Optical Co. Mansfield, Massachusetts	2000 (fronts only)
e. American Optical	200 frames

8. The following Optical Companies have donated reject or discontinued eye glass lenses to the Optical Technology program for instructional use:

a. Fred Reed Optical Albuquerque, New Mexico	450 pairs
b. Bausch & Lomb Rochester, New York	700 pairs

9. The following Optical Companies have donated reject or discontinued lens blanks to the Optical Technology program for instructional use:

a. Fred Reed Optical Albuquerque, New Mexico	2225 pairs
b. Shuron Continental Tampa, Florida	3000 pairs
c. Bausch & Lomb Rochester, New York	605 pairs

9. Continued

d. American Optical Southbridge, Massachusetts	508 pairs
e. Robinson-Houchin, Inc. Columbus, Ohio	1000 pairs
f. Armorlite, Inc.	200 pairs (Plastic CR-39)

10. Kirk Optical
Farmingdale, New York

a. Donation of equipment to Optical Technology for instructional use:
   1. Heat treating unit
   2. Chemical treating unit

11. Avant-Garde
New Hyde park, New York

a. Annual contribution of 40-50 copies of Ophthalmic Technical Reference Guide to Optical Technology program for reference.

12. Coburn Optical Industries
Muskogee, Oklahoma

a. Donation of consummable materials and supplies to optical technology program for instructional use.

1. Plastic polishing pads	75 Pkgs (100/pkg.)
2. SPH glass polishing pads	13 Pkgs "
3. Plastic 1st Fine pads	56 Pkgs "
4. Glass polishing pads	21 Boxes (100/box)
5. 2½ Round polishing pads	90 Boxes "
6. Yellow 2nd Fine pads	13 Boxes "
7. Cylinder pads	12 Boxes "
8. Cylinder laps	220 ea.
9. Lens blanks	400 ea.

13. Frames, Inc.
Sylmar, California

a. Donation of an annual subscription to Frame Industrial Magazine.

14. The Professional Press, Inc. - Optical Index Magazine

a. Donation of equipment and supplies to optical instruction program.
   1. One (1) carbonic gas cylinder with guages, hoses and air brush.
   2. Heat resistant paints.
   3. One (1) clamping device for rimless edger.

15. Federal Aviation Administration
    Airways Facilities Sector - Alaska & Continental U.S. Sectors

    A. Donations of electronic test equipment and instrumentation for use in the FAA oriented training programs.
       1. Nine (9) Oscilloscopes, Textronix Models 545 with plug-ins.
       2. Four (4) Model 82A Watt Loads
       3. One (1) ESI Universal Measuring System 292
       4. One (1) Western Instruments Calibrator Model 166
       5. One (1) Leed and Northrup Shunt Box
       6. Seven (7) Decade Boxes
          a. four (4) Model 1432P
          b. One (1) Model 1180
          c. one (1) Model 1433H
          d. one (1) no model number
       7. One Leeds & Northrup Multimeter Model 2437DC
       8. One (1) Hewlett-Packard Frequency Oscillator Model 241A
       9. One (1) Hickok Digital System Model DP150
       10. One (1) Micom Flutter Meter Model 8300W
       11. One (1) Hewlett-Packard UHF Signal Generator Model 6080
       12. One (1) Tektronix Square Wave Generator Model 105
       13. Two (2) Test Oscillators Models 650A

    b. Direct assistance with student recruitment for FAA training program. FAA/SIPI developed and FAA produced training brochures.

    c. Direct assistance to SIPI FAA training programs via detail of FAA employees to SIPI to serve as advisors and instructors.

       1. Mr. Fred M. Horvatin - Detailed from the FAA Central Region, Kansas City, Missouri as an Advisor 5 weeks - July 19, 1978 to August 22, 1978

       2. Mr. Ray Grass - Detailed from the FAA Academy, Oklahoma City, Oklahoma. Instructor, Maintenance Mechanics January 28, 1979 to April 1980

       3. Mr. Orville R. Bollman - Detailed from the FAA Academy, Oklahoma City, Oklahoma. Instructor, Maintenance Mechanics. April 22 - June 1980

    d. Representative serves on the Electronics Technology Advisory Committee.

16. Hewlett-Packard
    Albuquerque, New Mexico

    a. Donations of Electronic Test equipment and instrumentation.
       1. Three (3) Power Supplies, Model 712A

16. Hewlett-Packard (cointinued)

    2. Two (2) Digital Voltmeters, Models 5265A and 2401 C
    3. One (1) Frequency Counter
    4. Two (2) Microwave Power Meters, Model 430C
    5. One (1) Wide Range Oscillator
    6. One (1) RMS Voltmeter, HP MOdel 3400A

    b. Representative serves on the Electronics Advisory Comittee.

17. Honeywell, Inc.

    a. Donation of various pneumatic and hydraulic control units for instructional/demonstration use.

18. Navajo Communications

    a. Donations to Electronics Technology for instructional use:
        1. One (1) Aneenna tower
        2. Two (2) Motorola Microwave control Panels

19. Digital Equipment Corporation
    Albuquerque, New Mexico

    A. Plans to donate five (5) CRT Video units with peripherals for interfacing into main computer system.

    b. Conduct on-campus mock interviews with students.

    c. Arranges for tours and transportation of their Albuquerque facilities.

    d. Representative serves on Electronics Technology Advisory Committee.

20. GTE Lenkurt
    Albuqquerque, New Mexico

    a. Equipment donations:
        1. Individual student tool boxes
        2. One (1) Data Digital Voltmeter, Model F230A
        3. One (1) Dana Digital Voltmeter, Model 4470
        4. Miscellaneous electronic components such as resistors, capacitors, etc.

21. Xerox Corporation
    Albuquerque, New Mexico

    A. Equipment donations:
        1. Three (3) Xerox Model 660 Copiers

    b. Mr. Ron Mills appointed by Xerox Corporation to coordinate placement of SIPI students and provide direct assistance to SIPI

22. International Business Machines (IBM)
Tucson, Arizona

   a. Equipment Donations

      1. One (1) Wide Band Amplifier, HP Model 460BR
      2. One (1) Frequency Counter, Beckman Model 7360
      3. One (1) Audio Sweep Oscillator, HP Model 207A
      4. One (1) R-F Generator Radio Bridge, Model 1606A
      5. One (a) Oscilloscope, Fairchild Model 766-H
      6. One (1) High Frequency Receiver, Model HR060
      7. One (1) Voltage Supply Lab, Kepco Model T0265M
      8. Nine (9) Oscilloscopes, Tektronix Models 545A, 547
      9. One (1) Sorensen Regulator, Model 1001
      10. One (1) Fluke Calibrator Meter, Model 760A
      11. One (1) Power Amplifier, Model 467A

   b. Direct Assistance with Electronics curriculum.

   At IBM expense, SIPI administrators and staff toured IBM, Tucson facilities to firm up IBM-SIPI working relationships.

   c. Future Plans.

      1. Donation from IBM - One (1) Systems I Computer.
      2. IBM Instructor loan to SIPI

23. Mountain Bell Telephone Co.

   a. Donation of used utility poles.

24. The Navajo Communications has donated approximately 24 good recovered telephone poles.

25. Mountain Bell Co., Continental Telephone of the West, and General Telephone Co. have provided their instructional material for establishing current training curriculum at SIPI.

26. Continental Telephone of the West and Navajo Communications have granted on-job work station in-depth studies.

27. Mountain Bell has granted on-job work station observations.

28. Mountain Bell has provided SIPI instructors with training in their industry schools for new SIPI instructors.

29. Mountain Bell has granted on open offer to provide cable supplies for SIPI cable training programs until futher notice.

30. Several companies have offered to set poles at SIPI training site.

31. Several companies have agreed to provide instructors for introducing new or revised technics or equipment so as to keep the curriculum current.

32. Gulton Industries, Inc.
Albuquerque, New Mexico

   a. Donation of drafting mylar to the drafting technology section.

33. D.T. Morrison Surveying Co.
Albuquerque, New Mexico

   a. Has offered his services as a visiting instructor for surveying classes.

   b. Serves on the Engineering Technology Advisory Committee.

NASBA-01-82

RESOLUTION
OF THE
NAVAJO AREA SCHOOL BOARD ASSOCIATION

Opposing the closure of S.I.P.I.

WHEREAS:

1. The Southwest Indian Polytechnic Institute has served the vocational needs of post-secondary Indian students for several years; and,

2. S.I.P.I. is the only such institution operated for the benefit of Indian people; and,

3. The FY'83 B.I.A. budget proposal eliminates the funding for S.I.P.I.; and,

4. This decision is ill-conceived and directly goes against the goals of the Reagan administration to support and develop local business capability; and,

5. Vocational educational opportunities in the Southwest are already very limited and most students who are getting an education at S.I.P.I. would be unable to attend elsewhere.

NOW THEREFORE BE IT RESOLVED:

The Navajo Area School Board Association hereby strongly opposes the proposed closure of S.I.P.I. and directs its staff to explore any avenues where NASBA can assist in continuing the funding.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered at the Navajo Area School Board Association Area-Wide Conference held at Toyei Boarding School, Toyei, Arizona, at which a quorum was present and that same was passed by a vote of 155 in favor and 0 opposed on the 8 day of February, 1982.

Presiding Chairman

MOTION: Charlie Toledo
SECOND: Tom [illegible]

NASBA-03-82

RESOLUTION
OF THE
NAVAJO AREA SCHOOL BOARD ASSOCIATION

Supporting efforts to restore FY'83 funding and Opposing the closure of S.I.P.I.

WHEREAS:

1. The Southwest Indian Polytechnic Institute has served the vocational needs of post-secondary Indian students for several years; and,

2. S.I.P.I, is the only such institution operated for the benefit of Indian people; and,

3. The FY'83 BIA budget proposal eliminates the funding for S.I.P.I.; and,

4. This decision is ill-conceived and directly goes against the goals of the Reagan administration to support and develop local business capability; and,

5. Vocational educational opportunities in the Southwest are already very limited and most students who are getting an education at S.I.P.I. would be unable to attend elsewhere; and,

6. The Navajo Area School Board Association has by resolution strongly opposed the closure of S.I.P.I.

NOW THEREFORE BE IT RESOLVED:

The Navajo Area School Board Association hereby supports the efforts of members of the New Mexico congressional delegates including Senator Harrison Schmidt and Congressman Manuel Lujan to keep S.I.P.I. open by restoring the FY'83 BIA funding and securing additional funds from state and private sources.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considere at the Navajo Area School Board Association Area-Wide Conference held at Toyei Boarding School, Toyei, Arizona, at which a quorum was present and that same was passed by a vote of 135 in favor and none opposed on the 9th day of February, 1982.

Presiding Chairman

MOTION: [illegible]
SECOND: [illegible]

attention!

The Legislature
of the
State of New Mexico

35TH Legislature, 2ND Session

LAWS 1982

CHAPTER ______

HOUSE JOINT MEMORIAL 8

Introduced by

REPRESENTATIVE RAYMOND G. SANCHEZ AND REPRESENTATIVE THOMAS E. ATCITTY
REPRESENTATIVE CHARLES TED ASBURY
REPRESENTATIVE AL R. VALDEZ
REPRESENTATIVE RICHARD J. KLOEPPEL, JR.
REPRESENTATIVE ROBERT N. GARCIA
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REPRESENTATIVE RAY M. VARGAS
REPRESENTATIVE MURRAY RYAN
REPRESENTATIVE T. E. "TOM" BROWN, JR.

1912

A JOINT MEMORIAL

RELATING TO THE PROPOSED CLOSING OF THE SOUTHWEST INDIAN POLYTECHNIC INSTITUTE.

WHEREAS, it has come to the attention of the New Mexico commission on Indian affairs that plans are under consideration for the closing of the southwestern Indian polytechnic institute, a post-secondary vocational and technical school, operated by the bureau of Indian affairs in Albuquerque, New Mexico; and

WHEREAS, the southwestern Indian polytechnic institute accepts for enrollment Indian students eighteen years of age and over who are ready to enter the job market as soon as their courses of training are completed; and

WHEREAS, the placement of Indian students in skilled and semiskilled jobs upon completion of training courses offered by the southwestern Indian polytechnic institute is very high; and

WHEREAS, the southwestern Indian polytechnic institute is an accredited vocational school by the north central association of vocational schools and offers two associate degree options; and

WHEREAS, the number of additional industries now in the process of locating in the Albuquerque area will provide job opportunities for hundreds of trained people, many of whom can be trained at the southwestern Indian polytechnic institute, and negotiations for employment of graduates are already under way between the school and these incoming industries; and

WHEREAS, as some industries require associate degrees in certain fields, the southwestern Indian polytechnic institute has arranged with the university of Albuquerque for courses to be offered to assist the students of the southwestern Indian polytechnic institute to meet this requirement; and

WHEREAS, the southwestern Indian polytechnic institute is one of a consortium of three post-secondary vocational and technical schools operated by the bureau of Indian affairs with programs designed to provide training for Indian students from throughout the country in job skills needed to obtain gainful employment, and this consortium should remain intact; and

WHEREAS, the closing of the southwestern Indian polytechnic institute would set a precedent for like schools with a unique mission which would result in a domino effect that would in time eliminate all educational opportunities for Indian youth, thereby destroying the trust relationship between congress and Indian tribes; and

WHEREAS, laws such as Public Law 93-638, the Indian Self-Determination and Education Assistance Act, provide that programs designed for Indian education shall not be changed without prior consultation with Indian tribes, and such consultation did not occur in the consideration of plans to close the southwestern Indian polytechnic institute; and

WHEREAS, this educational institution must continue in operation to provide employment skills to Indian students, giving them the opportunity to become useful citizens of society; for without training, this segment of the population would contribute to the high welfare costs of the federal government and waste human talent and capabilities; and

WHEREAS, the commission on Indian affairs has placed education as one of its highest priorities and is concerned with the education of all Indians in New Mexico, and educational facilities such as the southwestern Indian polytechnic institute are now meeting vocational and technical needs of Indian youth;

NOW, THEREFORE, BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO that it supports the continued operation of the southwestern Indian polytechnic institute and that the bureau of Indian affairs assure future appropriation of funds as provided by congress to operate the school and train young Indian adults for employment; and

BE IT FURTHER RESOLVED that copies of this memorial be sent to the New Mexico congressional delegation, to the director of the bureau of Indian affairs and to the New Mexico office of Indian affairs.

Senator **Andrews**. Thank you, Senator. I appreciate your coming.

Senator **Schmitt**. Thank you, and I thank you for your courtesy.

Senator **Andrews**. We can understand your having to go to another committee. Good luck.

Let me point out that earlier in opening the hearing, I mentioned that this is a hearing into the closing of three Indian schools by the Bureau of Indian Affairs. The Assistant Secretary of the Interior, Ken Smith, is here. He will be testifying a little later. I would like to briefly overview some of the items of concern, and some of the matters that we are facing this morning.

Wahpeton and Concho are the only two off-reservation elementary schools in operation at this time. Wahpeton has a current enrollment of 260 students in grades three to eight. Concho has a current enrollment of 168 students, grades one through eight. The great majority of the students estimated at 85 percent were referred to the schools for what the Bureau of Indian Affairs terms "social reasons." These social reasons include chronic truancy in other school systems, single parents who are unable to provide a minimally secure home environment, and court-ordered social referrals.

The BIA proposes to return most of these children to their homes to attend local public, BIA, or tribally contracted schools. That is what concerns me and the people in the Wahpeton area. I am sure this is true of the people in the other two areas involved, particularly in Concho, Okla.

Someone asked, "Well, is this a reform school for problem children?" I said, "No, it is not—not at all. It is a school for children with problem parents. It is a school to give children hope for the future by taking them out of the environment in which they were not thriving and where they did not have a chance."

It seems to the committee—and we are going to be interested in the remarks of the Assistant Secretary—that the Government will spend more money in sending these children back to the reservation where their education is still a Federal function, and will lose money potential because these children will not achieve the goals they could achieve had they been able to stay in the environment of these two boarding schools.

Southwestern Indian Polytechnic Institute, that Senator Schmitt just testified to, is a postsecondary school and it has a current enrollment of 517 students. This gives technical skill to these Indian students. Courses offered at SIPI are vocational-oriented and are divided into two broad categories: Business education and occupational technology. SIPI is the only Bureau-operated polytechnic institute in the country. Again, the only opportunity for young Indians to have this type of training.

The BIA proposes that students currently attending SIPI be absorbed by either tribally controlled community colleges or Haskell Indian Junior College. It is not clear that these schools offer similar courses of study.

The committee became aware of the BIA's proposal to close these schools when students, tribal leaders and concerned citizens contacted members of the committee and the committee staff.

Some of us on the committee wrote the Bureau of Indian Affairs in mid-December. The only answer we received was when we were sent the notice of closure that went out to the school operators in early February, and a personal call that I had from Assistant Secretary Smith.

When we questioned the BIA concerning the reasons for the closures and the proposed placement of the students currently enrolled in the schools, we became concerned that the justification for closure of the schools and the plans for the students were questionable.

The purpose of this hearing is to give the administration the opportunity to explain the rationale for the closure of the schools and the plans for the current student population.

It is also in the best tradition of congressional hearings, established over decades in this country, to give the opportunity for people back home, who know these issues firsthand, to be heard in public hearings so that case will be there, and be a balanced presentation.

Actually, we have a situation where testimony will be presented by more Members of Congress, by tribal leaders, by school board members and concerned citizens. In fact, I invited an old-time friend of mine, Judge Weisenburger, from the State of North Dakota—who I see is here—who has a long-time experience in the family relationship of American Indians, and I am very glad that he took the time to come down because I am sure he can answer many of the committee's questions from a firsthand basis.

Written testimony will be accepted by the committee. The record will remain open for further written testimony until March 15, 1982.

In chairing the hearing, I intend to offer most of my comments during the questioning opportunities that I have with the assistant secretary, who has assured the committee that he will stay during the presentation of testimony by the people from the areas involved. I appreciate his being here.

At the present time. I would like to yield to my colleague, Senator Burdick, who I invited to join the committee for this hearing because of his deep interest in the Wahpeton school.

Senator Burdick, do you have an opening statement?

Senator Burdick. Yes, sir.

STATEMENT OF QUENTIN BURDICK, A U.S. SENATOR FROM NORTH DAKOTA

Senator Burdick. Thank you, Mr. Chairman.

I have been in contact with the Bureau of Indian Affairs since August 1981, on the possible closure of the Wahpeton Indian School. My first contact with concerned members from the Wahpeton-Breckenridge community and Indian Country came in a trickle, but it suddenly turned into a deluge when it became apparent and obvious that the Bureau intends to close the school as part of a package to save $5 million in fiscal year 1983.

My constituent letters have been direct and to the point. The school is providing a necessary role in caring for Indian children. It if were not for the existence of such an elementary boarding school, many of these children would be unable to obtain any basic educational requirements.

Further, is the fact that 85 percent of these students do not come from a stable family environment, and that has been substantiated by the Bureau.

These children were referred to the school for what the Bureau terms "social reasons." These reasons include chronic truancy in other school systems, single parents who are unable to provide a minimally secure home environment and social referrals in accordance with the courts.

I have personally visited with the children and toured the facility earlier this year. From that experience, I can well understand the very genuine respect that the community and Indian people have for those who provide a positive educational and secure atmosphere for these children.

According to Mr. Ken Smith's advance copy of the Bureau's testimony, the assumption has been made that a majority of the children attending a particular off-reservation boarding school will attend public schools. This assumption, by the Bureau's own admission, does not apply to the Wahpeton students because the lack of parents and/or homes does not allow them suitable education alternatives in either public school or other BIA schools and programs.

During my visit to the school, there was little that I could offer, as a U.S. Senator, in response to these children's inquiries about their immediate future. I think that everyone in this room can understand that without an immediate family support system, these children must have many anxieties.

Prior to my visit, Senator Andrews and myself wrote a letter to Mr. Smith on December 14, 1981, regarding our concerns for the children and the Bureau's plans to provide for alternative care. Finally after eight versions and 2 months, his letter was hand-delivered to our offices on Monday.

I am grateful that this oversight hearing allows my colleagues the opportunity to comment on the Bureau's proposal, its educational trust responsibilities, and its failure to consult with the 13 different reservations involved in this matter as directed by the policies of the Office of Indian Education Programs.

I am pleased that North Dakota was able to send such a good cross-section of expert witnesses to testify this morning. I think that they, along with the excellent selection of questions which will be directed to Mr. Smith by Senator Andrews and others, will more than adequately convey my personal feelings that the Wahpeton Indian School remain open beyond June 15.

Continuation of this elementary boarding school is the only clear alternative open to these children between the ages of 8 and 15.

As one Oglala Sioux student explained, "We want to finish school and do something with our lives, just like you people." Wahpeton offered this little girl hope, something that a public school and an unstable family life could not.

From her perspective she said, "The public schools are the ones that should be closed down because all they do is fight, skip school, and drink. I was once like that, too, but since I came up here, I always stay out of trouble and am a good student." From my visit, I know that her story is similar to many other children's.

I, along with others here, am interested in how the Bureau will actually save the Federal Government money by closing the Wahpeton Indian School, as well as providing these children optimism about their personal lives.

Mr. Chairman, based on that visit where I had many interviews, particularly with the children themselves, and with the instructors, they convinced me that many of the gains made by these young people will simply be lost if this school is closed.

They come from broken homes; they come from a very bad environment, and this is giving a good segment of our Indian people a chance to succeed in this world.

I want to thank you. Mr. Chairman, for this opportunity to speak.

Senator **Andrews**. Thank you for your contribution, Senator.

Next, I understand, Senator Nickles from Oklahoma has an opening statement and some questions.

We appreciate hearing from you, Senator.

STATEMENT OF DON NICKLES, A U.S. SENATOR FROM OKLAHOMA

Senator **Nickles**. Thank you, Mr. Chairman. We appreciate your giving us the opportunity to share some of our concerns and also ask the Bureau some questions relating particularly to the school I am concerned about, which is the Concho School in Oklahoma.

Mr. Chairman, as you know, the Concho School is located in Oklahoma. The children enrolled at Concho are aged from 6 years to 12 years old. Many are from broken homes and have very deep emotional problems. I am sure that everyone here would agree that these children have special needs way beyond the normal.

I am concerned about adequate numbers of dorm parents attending to the everyday emotional needs of these children. I believe that inadequate counseling has been available.

For many years, studies such as the Meriam Report, the Kennedy Report in 1969, and the "American Indians for Opportunity" have recommended the closure of off-reservation elementary boarding schools that separate the children from family and tribal culture.

I am here today because of my concern that we meet the commitment to adequately care for these young children.

Mr. Chairman, I would like to read a telegram that I think states some of the concerns from many of the Oklahomans that are closely associated with this problem.

> With regards to the 169 children at Concho Indian School in El Reno, our understanding is that one-quarter of the children are orphans, and the majority of the others are from poor home environment.
>
> Our main goal was to keep these children together, not by being placed in foster homes or sent back into poor home environments. Looking toward this goal, we suggest the following: One, Concho School dormitories be kept open and the children have access to the El Reno public school. We ask that they are staffed with adequate dorm superivsors and counselors.
>
> If that first proposal is not feasible, we suggest moving the children to another Indian dormitory facility in the State where they could attend public school near that location. We recommend staffing with the proper number of dorm supervisors and counselors.
>
> Third, the other possible option would be to use the BIA building in Anadarko as a dormitory for the children, which would allow them to attend Anadarko Public School. We recommend staffing with the proper number of dorm supervisors and counselors.

It is signed by a number of State legislators who have involvement in that area.

Mr. Chairman, I would like to notify the Bureau that I have another hearing at 9:30; so, I am going to have to leave, but I would like to read a couple of the questions, and then leave these questions for you if you might give BIA a chance to respond to them at the conclusion of your list of questions?

Senator ANDREWS. I would be glad to, Senator.

Senator NICKLES. I would appreciate that very much.

One, I would like to know, how many children are presently enrolled in Concho? And, how many of those happen to be Oklahomans?

Also, we have information, or it is my understanding that the staff/pupil ratio is one staff person for every 2.3 children. I would like to know if that is correct.

I would also like to know, how many of the staff are actually qualified counselors?

I would also like to know, how many dorm parents are on duty at night?

And, also, whether or not a counselor is on duty after school hours?

I would also like to know—we have heard—is it true that the children's possessions, including such items as small as toothbrushes, are locked in a centralized room.

I would also like to know if it is true that no pictures are on the walls of the dorms.

How has the boarding dormitory program with children attending public schools met the needs of children when compared to the boarding schools environment?

I would also like to know whether or not that would work for the elementary school age children.

Also, if the Concho children lived in dormitories and attended public schools, can the amount of dorm parents and counselors be increased?

And, so with that, Mr. Chairman, I am going to try and stay so I can at least hear their statement. Is BIA going to testify?

Senator ANDREWS. They are testifying next, Senator.

Senator NICKLES. I would like to hear what they came to say as much as I can, but I will probably have to leave. I am scheduled to be at a 9:30 meeting, but I do appreciate this opportunity. I will leave these questions with you if I do need to scoot.

Senator ANDREWS. Thank you, Senator, and we will see that the questions are answered.

I might point out that the Chair has statements from Senators Domenici, Garn, and Exon. Without objection, I will now place those in the hearing record.

[The statements follow:]

PREPARED STATEMENT OF SENATOR PETE V. DOMENICI, A U.S. SENATOR FROM THE STATE OF NEW MEXICO

Mr. Chairman, I am most pleased to state my strong support for the continuation of Federal funding for the Southwestern Indian Polytechnic Institute in Albuquerque, New Mexico.

SIPI is an important national resource for Indians and Native Americans from every state in our union. The 1982 tribal count of enrollees shows a total of 546 students from 84 tribes. This November 16, 1981, report also shows that New

Mexico pueblos and tribes had 88 enrollees and the Navajo Nation had 214 students at SIPI. Thus, the pueblos, tribes, and Navajos combined total more than half (55 percent) of Indians learning vocational trades at SIPI.

The instructional program includes such skill training as accounting, electronics, optical technology, drafting, dental assistants, civil engineering, and food preparation. Basic skills include English, mathematics, and speech. The success of this program is affirmed by the hiring record of graduates and the related support from such employers as Xerox Corporation, National Cash Register, Mountain Bell Telephone Company, the Indian Health Service units, the Bureau of Land Management, and the IBM Company.

The evaluator from the Bureau of Indian Affairs commended SIPI for many points including: "Being able to offer post-secondary vocational-technical education to American Indians and Alaska Natives that is contemporary, future-oriented, and not duplicative of other programs in Indian education; meeting both individual and tribal needs; attracting major industries as bridges for gainful employment; being able to maintain North Central Association of Colleges and Schools accreditation; and operating an effective school."

With these kinds of findings, Mr. Chairman, I am quite surprised that professional educators were apparently ignored in the Department of the Interior's decision to eliminate funding for the instructional program in the fiscal year 1983 budget request of the Administration. The fiscal year 1982 funding levels were $2,484,000 for instruction and $924,000 for operation and maintenance. While the Administration's fiscal year 1982 budget includes the funds for operation and maintenance, I believe that it is imperative that we in the Congress restore the instructional funds at the fiscal year 1982 level of $2.5 million.

Mr. Chairman, I am working with the pueblos, tribes, and the Navajo Nation to help them realize the potential benefits of private initiative. It is my firm belief that we can be successful in our long term efforts to create and maintain jobs, but we must be careful not to remove essential programs like SIPI that have established records of success. I predict that the plan for Indian economic development now being hammered out by the Sub-Cabinet Working Group will require a national facility very similar to SIPI. Therefore, I cannot see the advantage in stopping a program that works, only to scramble to start it up again when this Administration finds out that SIPI is needed.

I would like to close my remarks, Mr. Chairman, by thanking the many witnesses who have worked hard to tell SIPI's story. I want them to know that they have my pledge of support for the continuation of this vital vocational education activity. I am also in support of the efforts to attract innovations that would broaden the funding base by adding private and state commitments. With the active cooperation of the federal government, private industry, and the State of New Mexico, I believe we can build SIPI into a more attractive training ground for those who would rather earn their way through life.

PREPARED STATEMENT OF SENATOR JAKE GARN, A U.S. SENATOR FROM THE STATE OF UTAH

I appreciate the opportunity to voice my concerns regarding the proposed closure of certain off-reservation boarding schools now operated by the Bureau of Indian Affairs. I am concerned about the decision to close these schools, particularly the Intermountain Inter-Tribal School which is located in Brigham City, Utah.

Intermountain is a unique school within the Bureau of Indian Affairs' educational system. Over half of its current enrollment consists of students classified as "special students," who are either handicapped, mentally retarded, emotionally disturbed and/or require special attention because of emotional and social problems. These students have not been able to adjust well to the academic and social pressures existing in the public school system and at on-reservation boarding schools. They enroll at Intermountain because of the educational opportunities it offers them where other school systems have failed. For this reason, Intermountain has established a reputable name in the Bureau's school system and in educational areas. Some of the current programs offered more extensively at Intermountain include a single parent program, an intensive guidance program, a strong mental health program, and an effective program for students with alcohol and drug abuse problems. Because of the overwhelming positive effects these programs have on Indian children with special needs, I feel that

Intermountain is an important asset to the state, the Bureau, and especially the Indian tribes of this nation.

I have been informed that the school is targeted for closure at the end of the 1982–83 school year. The main reasons for this proposal, as far as I can conclude, are the maintenance and operational costs involved. It seems that the Indian students, who would be directly affected by the closure, were forgotten when this proposal was made. Because I have not received assurances that the needs of these students will adequately be met by other schools at a reduced cost, I believe there are several questions which need to be addressed. I submit the following questions to be answered by the Bureau of Indian Affairs:

1. What are the major economic considerations involving the academic program costs, the overall student cost, and the overall facility cost which are suggesting that Intermountain be closed?

2. Identify the Bureau schools which are providing programs for students which require residential intensive guidance to which the students from Intermountain could be transferred.

3. How many Indian children between 14 and 16 are currently not enrolled in any academic program?

4. What type of qualitative analysis has been done on the academic and guidance programs at Intermountain, and what deficiencies have been found within these programs which dictate closure of the school as a correct response?

5. Has a qualitative analysis of the programs into which the students at Intermountain will be transferred once the school closes been evaluated to determine an increase in overall benefit to the students?

6. What is the policy and long-term goal of the Department of the Interior with regards to educational services for the Indian people?

Once again, these are the concerns I feel need to be addressed in regards to the possible closure of Intermountain as well as other facilities within the Bureau of Indian Affairs' school system. Let me say that I am not voicing my concerns on Intermountain because it is in my home state. I have always felt that a government supported program should be evaluated based upon its merits and not upon its geographic location. If the facts justify a closure or termination of a federal program, when all factors are considered, I will not oppose that action.

THE FOLLOWING ANSWERS TO SENATOR GARN'S QUESTIONS WERE SUPPLIED BY THE BUREAU OF INDIAN AFFAIRS

1. The economic justification for closing the Intermountain School is reflected in the costs of operation and costs of renovation to bring both the academic and residential components up to full operational capacity as follows:

	Amount (thousands)
Education operation funds	$4, 715. 2
Facilities operation and maintenance funds	1, 376. 2
Title funds	308. 3
Total funds	6, 399. 7
Costs per student, ADM	8. 2

Estimated cost to renovate plant to meet safety and health standards, $11,400.0.

Intermountain is handicapped by lack of conventional school facilities. The school plant was formerly a World War II military hospital. Despite minor renovations to house grades 9–12, the harsh military character of the facilities is not conducive to the support of educational activities for students living away from home and in need of an intensive residential guidance environment.

Because of the layout of this facility with numerous buildings which have limited use for education programs, it is extremely costly to operate and maintain. The central heating system alone brings the operational costs much above square footage costs for conventional school buildings.

2. Appropriate educational alternatives including intensive residential guidance programs, are available to Intermountain students at other Bureau of Indian Affairs off-reservation boarding schools such as Sherman, Chemawa and Riverside. Tribally-contracted schools and public schools are also available. All of these are closer to the student's home communities, in keeping with BIA policy.

3. There are no available current figures of the number of Indian children between the ages of 14 and 16 not enrolled in any academic program.

The most recent available figures are taken from the Census of Population 1970, Subject: Report on American Indians:

Population, Indian children 14 and 16 years of age in the United States:

Males	28,073
Females	27,416
Total	55,489

Number of Indian children 14 and 16 years of age enrolled in academic programs:

Males	24,820
Females	23,503
Total	48,323

It might be concluded from these figures that there were 7,166 Indian children between the ages 14 and 16 not enrolled in any academic program, 1970.

4. The program of studies at Intermountain include general education; vocational education, residential guidance, solo parent program, programs for the academically deficient funded through Title I, and the handicapped through P.L. 94–142. The U.S. Department of Education Oral Language program is provided by a special grant from that agency. The Indian Health Service provides a comprehensive health program.

The program closure of Intermountain is not primarily due to any programmatic deficiencies but rather is based on high cost and increasing excess capacity in the Bureau's total boarding school system.

5. A qualitative analysis of programs into which the students at Intermountain could be transferred reflect appropriate alternatives and overall benefits to the students. These included other Bureau of Indian Affairs boarding schools such as Sherman, Chemawa and Riverside and at tribally contracted schools, all closer to the student's home communities in keeping with BIA policy. No analysis has been possible of those public schools which Intermountain students, representing 102 tribes from all over the United States, including urban areas, may choose to attend.

Careful planning of student placement will be implemented by the BIA. This will include parental notification and counseling as to other available educational alternatives, including foster home placement if necessary. Priority will be given Intermountain students at other off-reservation boarding schools, in accordance with the expressed preference of parents and guardians. Suitable placement could be made at contract and parochial schools, if the parents choose. Personnel actions will be developed to provide maximum assistance to displaced personnel.

The BIA anticipates that school closures such as Intermountain would encourage tribal leaders to develop alternatives. Tribal Schools as they increase in number and develop quality programs, will, in time, provide more viable alternatives and lessen the need for boarding schools. The Administration wants to encourage tribal governments to rely on economic development of their reservations, not on government aid.

6. The BIA has a continuing role of providing direct services and facilities where no other educational services exist and as an advocate for Indian students attending public schools. The BIA will not abdicate the Federal responsibility for assuring an education for Indian children. A long history of federal law sets out our role in Indian education and we do not intend to abridge those laws or diminish that role.

U.S. Senate,
Washington, D.C., February 23, 1982.

Hon. William S. Cohen,
Chairman, Select Committee on Indian Affairs, Dirksen Building, Washington, D.C.

Dear Mr. Chairman: I am writing to express my support for the continued operation of the Wahpeton Indian School located in Wahpeton, North Dakota.

It is my understanding that the Administration has proposed to close this school on June 15, 1982, as a budget cutting measure. Nebraska has 24 students in this school between the ages of ten and fourteen. The school has helped these students a great deal from all reports I have received. To eliminate this worthwhile school without any sound alternative for the students would be most unfortunate.

Sincerely,

J. JAMES EXON,
U.S. Senator.

Senator ANDREWS. We would now like to hear from Mr. Ken Smith, the Assistant Secretary for Indian Affairs of the Department of Interior.

Mr. Secretary, welcome to the committee. We appreciate your coming here today, and we hope you have come with an open mind and also with the answers to a number of the questions that are on our minds.

You may proceed. Be assured that if you want to summarize your statement, it will appear as if given in full although it is really not that long.

STATEMENT OF KEN L. SMITH, ASSISTANT SECRETARY FOR INDIAN AFFAIRS, DEPARTMENT OF THE INTERIOR, ACCOMPANIED BY GABE PAXTON, ACTING DIRECTOR, OFFICE OF INDIAN EDUCATION PROGRAMS; AND LEROY CHIEF, PRINCIPAL, WAHPETON INDIAN SCHOOL

Mr. SMITH. I would like to start off, by saying that I am very pleased to be here to discuss the three schools, Wahpeton, Concho, and SIPI. Before I get into that, for the benefit of the committee, I would like to introduce the two gentlemen who are up here with me to help me respond to questions.

First, we have Dr. S. H. Gabe Paxton, Jr., who is our Acting Director of Indian Education for the Department. Then, we are fortunate to have the principal of Wahpeton, Mr. Leroy Chief, who is here to respond to any questions.

I should go back to when I was reviewing our 1983 budget. I found that we could not completely justify 10 off-reservation boarding schools. We have always had the concept of slowly phasing out those off-reservation boarding schools.

The conclusions I came up with was that we had a declining enrollment. The occupancy of all these schools was down, and was continuing to decline. The enrollment at all of our off-reservation boarding schools was 3,900 while the design capacity of these 10 schools was 5,600. If we remodeled some of these facilities, it could even go up to 10,000. So, I thought that it was a very inefficient operation trying to operate ten under-enrolled schools with loads of money. Additionally, it would cost us a fortune to bring them back up to standard.

Naturally, operating costs were very high per pupil, and I just felt that on a lean budget that I could not honestly justify that to OMB, to the Department of the Interior, and to Congress.

We felt very strongly that off-reservation boaring schools could only be justified if education needs could not be met in local schools, either BIA or public. That is the only time I think we can justify off-reservation boarding schools.

Once we decided that we were operating too many boarding schools, we had to figure out our priorities for phasing out these schools in the near future, and, of course, this was based upon various factors: the condition of the facility; the schools closeness to the population it serves; the cost to bring the academic and dormitory facilities up to standard and full operating capacity; and the availability of alternative education services for the population served.

We definitely believe that all Indian children should get the best quality education possible. We feel students should be educated as close to home as possible. We believe that Indian children and, in particular, elementary level children should not be attending off-reservation boarding schools. We feel they should live within their communities if at all possible. We think this is a better atmosphere for elementary kids.

I understand a small number of the children attending the Wahpeton and Concho Boarding Schools have social problems, which has been stated here previously.

Senator ANDREWS. Mr. Secretary, you said a small number. The figures that we have been given indicate 85 percent.

Mr. SMITH. Yes.

Senator ANDREWS. In your mind, is 85 percent a small number?

Mr. SMITH. We asked our social services people the other day about how many students have social problems, and they indicated 5 to 10 percent at Wahpeton and 1 to 3 percent at Concho.

We do not know what figures are correct.

Senator NICKLES. How do you define social problems? Maybe that might—are we talking about a juvenile delinquent in most cases?

Mr. SMITH. Yes, I would think so. And, many of the kids are placed there, as the chairman indicated a little while ago, because of the family situation. Either the family is not together, or the child has been taken away from the family and placed into an off-reservation boarding school.

Senator ANDREWS. Well, Mr. Secretary, I find this a little incredible because on page 5 of your own statement, you say:

> Eighty-five percent of these pupils were referred to this school for what the Bureau of Indian Affairs terms social reasons.

Now, if you are hyphenating and saying only 5 to 10 percent of these children are thus oriented when you have not gotten to page 5 yet—I have heard people talking with forked tongue, but I have never heard of people saying on page 2 what negates what they are going to say on page 5. Maybe that is one of the problems in having you give us this testimony ahead of time.

Mr. SMITH. Well, we would have to define what we mean by social reasons.

Senator ANDREWS. In the letter you sent me that finally came, what 2 months after Senator Burdick and I addressed you, you also say about 85 percent of these pupils were referred to the school for what the Bureau terms "social reasons."

Mr. SMITH. Yes.

Senator ANDREWS. And this is what we are told by people out in the field.

Mr. SMITH. When we talk about 85 percent, Mr. Chairman, we are talking about the kids that were taken away from their families and placed through a court. But the kids themselves probably do not have a social problem.

Senator **Andrews**. No; we have never maintained the children have.

Mr. **Smith**. And if 85 percent of the kids are court placements, I wanted to find out what would happen if we had to move those kids into another atmosphere. If we close the schools, what would really happen. If 85 percent of the students had a real social problem, then we may have had a problem. So, we dug deeper into it, and yesterday I found that our social services people have indicated that only 5 to 10 percent of the children at Wahpeton have a social problem.

Senator **Andrews**. Well, in other words--well, we will get into that during the questioning.

Mr. **Smith**. OK.

Senator **Andrews**. Why don't you go ahead, Mr. Secretary.

Mr. **Smith**. As I indicated, Mr. Chairman, our social workers, not our educators, estimate that only 5 to 10 percent of those children attending Wahpeton would require planning for foster home placement. Only 1 to 3 percent of those attending Concho would require the same type of placement.

We are making plans for the children to get that kind of placement during vacation periods. Our social services staff has been involved in placement activities, and the same delivery system for placement for those vacation periods would be followed with our students from Concho and Wahpeton.

So, our decision to close those two boarding schools in based on all those factors. The closure of such schools is not new for the Bureau. Just last year, the Bureau was directed by Congress to close two off-reservation boarding schools, and we complied. Those two schools were Chilocco and Seneca in Oklahoma, and Congress used the same justification for asking us to close those schools as we are using for the ones we are presently recommending for closure.

In addition, during the last 2 years, we have closed Stewart Indian School in Nevada and the Fort Sill Indian School in Oklahoma.

In proposing the Southwestern Indian Polytechnic Institute for closure, duplication of vocational courses was one of the prime considerations. The high cost of operating the school facility is another.

You will note that my prepared statement has some recommendations for a further phaseout of off-reservation boarding schools through the 1984–85 school year. I am assuring the committee today that the proper consultation on our proposal will be carried out with Congress, and with the Indian people.

Now, as I indicated before, if the enrollment continues to decline, I cannot honestly justify to Congress that we spend *x* number of dollars to keep, say, eight off-reservation schools together when we do not even have them at full capacity.

Senator **Andrews**. Mr. Secretary, when you say that the proper consultation with Congress will be followed in these additional schools, prior notice being given, and all that, do you mean in the same way that you notified us on these three schools?

Mr. **Smith**. No. Right now what we are doing, Mr. Chairman, is visiting each each off-reservation boarding school. We are taking a good look at it, analyzing it, and we are trying to determine which schools we will keep open, and which schools we will start to phase out. And we will be doing a lot of consultation probably this spring and this summer, on the ones we target for phaseout.

Senator Andrews. As I understand it, both of the schools that were closed before were closed because there were no counselors. There was inept management, and there was approximately a 50-percent dropout rate. Now, is this true of the Wahpeton School, for instance, or the school in Concho, Okla., you now propose to close?

Mr. Smith. Well, I know that we have a declining enrollment in those two schools.

Senator Andrews. Well, is this the——

Mr. Smith. I am not sure whether there is a significant decline in those particular schools.

Senator Andrews. Does this declining enrollment come about because the need is not there, or because the BIA has refused to make the slots available?

Mr. Smith. I think the slots are available.

Senator Andrews. You may proceed, Mr. Secretary.

Mr. Smith. OK. Mr. Chairman, as I indicated to you, we have some other schools that we are looking at. We have got to be able to justify our being in the business of operating off-reservation boarding schools. We have to make sure that we have a good facility, a good staff, and that we are running a quality school and providing Indian children with quality education. I have some question marks right now. As I indicated before, we were forced to close some of these facilities because we did not have adequate staff, and this is why we are going through all of our off-reservation schools and taking a good look at them and deciding what we are going to do.

I think we have to have a target out here and decide which schools we are going to retain. But to be straightforward, Mr. Chairman, we cannot afford to retain 10. With that, we will be open for questions.

Senator Andrews. Well, thank you, Mr. Secretary, I appreciate your coming here. You have given a general description of the three schools. Could you provide for the record the programs offered to the students and the personnel that are required to operate the program? The number of students currently enrolled? Could you provide these right now—in the case of Wahpeton—since I assume that all of these schools are about on a par, in your estimation of these three schools; is that not true?

Mr. Smith. Yes.

[Subsequent to the hearing, the following information was received for the record:]

Provide the programs offered to the students and the personnel required to operate the programs . . . Wahpeton, Concho, and SIPI. Also provide the current enrollment at each of these schools.

The curriculum at Wahpeton includes: a basic state approved course of study in all academic areas; vocational crafts; courses in Indian psychology and special education for the handicapped including learning disabilities, deaf and hard of hearing, speech impaired. It also offers home economics. There is special emphasis on Indian heritage in all activities. The Wahpeton staff is 76. 28 are professional, 48 non-professional. The current student enrollment at Wahpeton is 251.

The curriculum at Concho is similar to that at Wahpeton, including a basic state approved course of study and special education classes. The total staff number 62: 17 professional, 45 non-professional. The current student enrollment at Concho is 142.

SIPI offers courses in Business Education, Dental Assistance, Drafting, Electronics, Food preparation, Off-Set, Optical Technology, surveying, Telephone Technology. SIPI personnel consists of 55 professional and 40 non-professionals. The current enrollment at SIPI is 500.

Senator ANDREWS. So, that if we define during this questioning period your concerns about one school that should really relate to the other two as well.

How many students are currently enrolled at Wahpeton, and what is the school's capacity for enrollment?

Mr. SMITH. As I understand it, Mr. Chairman, our current enrollment for 1982 is 259 students. Our capacity is 350. This is our boarding capacity.

Senator ANDREWS. When did you have 350 students at the Wahpeton School, Mr. Secretary?

Mr. SMITH. Dr. Paxton, can you respond?

Dr. PAXTON. Mr. Chairman, we have data back to 1980, and we can get additional information.

Senator ANDREWS. Do you know how many students were at that school in 1970?

Dr. PAXTON. No, sir.

Senator ANDREWS. Do you know how many students were at the school in 1960?

Dr. PAXTON. We have the information, yes, sir.

Senator ANDREWS. But you do not have it in mind?

Dr. PAXTON. No, sir.

Senator ANDREWS. You must have had it if you are trying to make the case of declining enrollment.

Dr. PAXTON. We have a declining enrollment beginning in 1980 of 293 students. In 1981, we had 291, and in 1982, 259.

Senator ANDREWS. Well, how long has Superintendent Chief been at the Wahpeton Indian School?

Dr. PAXTON. I will ask Mr. Chief to answer that.

Mr. CHIEF. Ten years, sir.

Senator ANDREWS Mr. Chief, how many students were at the Wahpeton Indian School 10 years ago?

Mr. CHIEF. Ten years ago when I got there, we had 280 kids.

Senator ANDREWS. So, you have gone from 280 children 10 years ago to 259 this year. Hardly, Mr. Secretary, a declining enrollment unless my arithmetic escapes me, I would say that that is a rather stable enrollment.

Let's say, 5 years ago, Mr. Superintendent, what was the enrollment?

Mr. CHIEF. Five years ago, I think, we were in the vicinity of 260 children.

Senator ANDREWS. So, 5 years ago, you were at 260, and now you are at 269.

Mr. Secretary, I would submit that you have an increasing enrollment in Wahpeton Indian School, wouldn't you? [Laughter.]

Mr. SMITH. Well, Mr. Chairman, we are looking at the bottom line, not one specific school.

Senator ANDREWS. I am not looking at the bottom line, Mr. Secretary, I am looking at the statement that you gave this committee that one of the reasons for closing Wahpeton was due to what you claim was declining enrollment.

Your right-hand man—well, your left-hand man, really, sitting to your left, tells us he does not know back from 1980. Yet, the individual in the BIA who has been the superintendent of the school points out that you have had a lower enrollment 5 years ago, and not much different enrollment 10 years ago, which hardly bears up the reason you gave—one of the principal reasons for closing this school—of declining enrollment.

Do you have any further comments on that?

Mr. SMITH. Well, that would be a factor, but as I indicated, the principal indicated that there has been a slight decline in enrollment, but not a large decline.

Senator ANDREWS. Well, an increase from 5 years ago.

Now, did the enrollment—Mr. Superintendent, you seem to know far more about this school than the people down here, and I suspected that—were the applications frozen due to the hiring freeze?

Mr. CHIEF. Mr. Chairman, I am in an awkward position, I must state that to you, in that, you know, I am not of a policymaking body of the——

Senator ANDREWS. I understand that, and, Mr. Superintendent, I have in no way wanted to embarrass you by asking you any policy questions, but the committee appreciates very much that you are here to give us some factual information which seems to be sadly lacking. I do not intend to have you editorialize at all, because I understand the constraints under which you appear as an employee of the BIA, but a simple factual answer to the question: Were these enrollments or applications frozen because of the hiring freeze?

Mr. CHIEF. Well, we do have—after the statements have been issued to local agencies, we have found a decline in applications, and many of the calls indicate that they were looking for other types of situations to which to send children because the understanding was that the school was forecast to be closed.

Senator ANDREWS. Did. you tell them?

Mr. CHIEF. Relative to the decline in enrollment, I have two vacant classrooms right now that I was not able to fill because of the freeze of the Federal employment in August. In actuality, I had three classroom teacher vacancies. I had to take one of my dormitory counselors, because she has a teaching certificate, place her there, and that left two classrooms vacant.

Senator ANDREWS. Well, Mr. Superintendent, in the last 4 or 5 years—the last 3 years, were any applicants for the Wahpeton School turned down?

Mr. CHIEF. Yes, sir.

Senator ANDREWS. Because of lack of room?

Mr. CHIEF. Well, just space.

Senator ANDREWS. Or lack of personnel?

Mr. CHIEF. Space.

Senator ANDREWS. Oh. lack of space.

Mr. CHIEF. Well, at the time, just lack of grade level. I maintain we try to educate a student properly. Even though the dormitories have a capacity of 400 kids, I do not want to bring in 400 kids and have 40 children in a classroom. We are not going to do them justice educationally.

Senator ANDREWS. What you are saying is that there is a capacity for the school based on the personnel that are there to give them the proper attention?

Mr. CHIEF. Yes, sir.

Senator ANDREWS. And what you are also saying is that you were at maximum capacity during the past few years according to the number of personnel you had to handle these children?

Mr. CHIEF. Yes, sir.

Senator ANDREWS. So, in essence, we have not had declining enrollment. What we have had is maximum enrollment that the personnel there could handle?

Mr. CHIEF. Quality care.

Senator ANDREWS. Certainly, I would hope that the BIA is not interested in sub-quality care.

Mr. Secretary, could you explain to the committee, briefly, and, again, use the Wahpeton School since it is a prototype of the others, and rather than carry on the hearings too extensively by going into all three schools, what was the original purpose of the Wahpeton School?

Mr. SMITH. I cannot answer that specific question, Mr. Chairman. I would have to ask Dr. Paxton if he knows that. And, of course, Dr. Paxton is brand new, too; so, I am not sure if he is going to know that, but I would refer the question to him.

Dr. PAXTON. The history, Mr. Chairman, of the Wahpeton School shows that it is to meet the needs of the students of that area and of the region. I do not have personal knowledge of Wahpeton, but I can supply you with the history of the Wahpeton School and why it was opened. All of our schools historically have been opened because there were special needs in the region for them.

I am familiar with boarding schools. I have worked in boarding schools. I have not been at the particular school at Wahpeton.

Senator ANDREWS. Well, who from the Washington area in the BIA visited Wahpeton to do this check before the school was closed?

Dr. PAXTON. I am again speaking from history, Mr. Chairman, because I am new. In 1980, the Department of the Interior made a study of all of our off-reservation boarding schools, including Wahpeton. We have a report that is dated May 1980. It is called the off-reservation boarding school study. It was done by the Assistant Secretary for PBA in the Department of the Interior, and that is available. I do have some data from that particular report, which shows, Mr. Chairman, that that school is performing a role-up there for those particular students.

We were not criticizing the program. We are not criticizing what is being done for youngsters. Our argument, sir, is that we do have alternatives for the students that are now in those schools.

Whatever the history has been, and whatever the reason why the schools were opened, it is our belief that elementary children do not belong in boarding schools. It is our professional and educational view that they should be educated as close to home as possible and that there are alternative placements for them.

As the Assistant Secretary reported a few moments ago, the 5 to 10 percent of social problems that we are talking about from the Wahpeton area are those that can be placed in foster homes. The rest of the students, according to our social workers, can be placed with parents or with extended families. There are other educational alternatives available for those students. So, my argument, sir, is not that the school is not doing a good job, or the staff is not a good staff. Our argument sir, is that the students of elementary age, especially the very young, do not belong in boarding school situations.

Senator **Andrews**. Let us get back to what you said originally. You said the school was established because of a need. Does that need still exist?

Dr. **Paxton**. We are saying, sir, that the students still have needs, and we are very positive in our belief that we want to take care of those needs, but we believe there are alternative means for meeting them.

Senator **Andrews**. Well, were'nt the schools established in the first place because the students were in such a home environment that their educational and development needs could not be met in the home environment. That is why you established the boarding school?

Dr. **Paxton**. I would not characterize it as that, sir, because my father—going back that far—is a graduate of one of those boarding schools that was established in the early 1900's at Jones' Academy. Now, in that case, it was not because the home and the family could not take care of the needs of their children, but simply because there were no educational operations in Indian territory shortly after statehood when those schools were established. So, I could not say that all of our off-reservation boarding schools were established simply because the parents could not take care of the children. In fact, I would debate that historically. When the first schools were established in the 1830's, before my tribe was moved from the State of Mississippi to Oklahoma, it was not because the families could not take care of the youngsters, or because there were social problems, but it was because there were no educational opportunities, or no alternatives available for the Choctaw Indians of Oklahoma.

Senator **Andrews**. You are saying that has changed?

Dr. **Paxton**. That has changed so that there are now alternative educational opportunities. It is my firm belief as an Indian, as an educator, sir, that there are alternatives available. We need to take a look at each of our off-reservation boarding schools, not only Wahpeton, but all of them, and see whether we are helping or damaging our young children, particularly the elementary children by sending them to a boarding school.

I am submitting, sir, that with the 5 to 10 percent of the students that are now at Wahpeton who need foster home care, that we, through our social services, can make those changes and can take advantage of those alternatives.

So far as Concho is concerned, it is even less. We can place the 2 to 3 percent that need placement. We will put them in foster homes. They will be attending public school, and they will be getting educational opportunities. We do not intend, Mr. Chairman, to neglect the education of these Indian youngsters. We will take care of them.

Senator **Nickles**. Mr. Chairman, if I could, I would like to follow up on a couple of those comments by asking a couple of questions. If you don't have time to get the information together, could you possibly submit it for the record? Particularly relating to Concho, you said 1 to 3 percent of the children might have a problem and you would find a place somewhere for them.

Dr. **Paxton**. Foster home care.

Senator **Nickles**. For foster home care?

Dr. PAXTON. Yes, sir.

Senator NICKLES. But the majority of them, 160-some kids; is that figure correct?

Dr. PAXTON. Presently, sir, we have 142 enrolled at Concho.

Senator NICKLES. OK. So, out of the 142 kids, really you only expect to have trouble with four or five. What are you going to do with the 140?

Dr. PAXTON. The survey that we have made, and which is continuing because we still have not been able to contact or get a response from some of the parents; 50 of them have said definitely they are going to public school; eight of them to other BIA schools. I think it is significant, Senator, that they are choosing public schools rather than other BIA schools. Only one indicates that he will go to a Bureau of Indian Affairs dormitory, and we have three of them in Oklahoma at Carter Seminary, Jones Academy, and Eufaula.

Only one indicated that we would go to those facilities. This is a large group, but the parents of 83 students have not decided yet. I would assume that if you are taking about the 3 percent in need, then approximately 3 percent of the 83 will need foster home placement. Our social workers will be working fulltime to make sure that there is a placement plan for those students.

Senator NICKLES. Would the balance of those then be going back to their families? Be living with their families going to the public schools?

Dr. PAXTON. Yes, sir, families or extended families.

Senator NICKLES. As a generalization, do you think—we are kind of proud of the school system that we have in the public system in Oklahoma—how do you think that compares with the quality of education that they are receiving in Concho?

Dr. PAXTON. At Concho, sir, we meet the State standards and so do the public schools. At Concho, we are not criticizing the program, or the educational program. Again, we are saying that there are other alternatives for them.

Senator NICKLES. Better alternatives?

Dr. PAXTON. Yes.

Senator NICKLES. Better for the kids?

Dr. PAXTON. Yes.

Senator NICKLES. Well, our main concern is not to keep the buildings and plant facility going. Our main concern is the kids, and I think as long as we work toward that objective, if it is in the public school system and they can get better education for less dollars, and so on. Let's talk about that just for a second. The public school system, if I remember in Oklahoma, the cost per educating a child is in the neighborhood of, I am going to say, $1,400. It may have increased somewhat since that figure which comes to my mind.

What does it cost, say, at Concho, or what does it cost in the other schools per child?

Dr. PAXTON. The average daily membership for Concho, even though they presently have 142 students enrolled, when we counted them for our formula was 168. Based on 168, they will get approximately $1,964 per student rather than $1,500. But I would also submit, sir——

Senator NICKLES. The total cost. That is the boarding cost, the education cost?

Dr. **Paxton** [continuing]. The boarding. It does not take into consideration the operation and maintenance of the plant which comes out of a different activity. But for the dormitory and academic programs, there is a total of $1,964 per weighted student unit based on our formula.

Senator **Nickles**. I have some figures here. I would like for you to substantiate or correct them, if possible. Funding for education was $1,007,190; operation and maintenance was $486,000 for a total of about $1.5 million, which would equal about $10,000, or $9,956 per child, and that was for 1981 funding based on 150 children.

Dr. **Paxton**. It is based in 1981 on 175 children. That was the ADM for 1981.

Senator **Nickles**. Yes.

Dr. **Paxton**. And your figures are correct for 1981.

Senator **Nickles**. So, if we figure over now 142, you are talking about well over $10,000 per child. If you add operation and maintenance, and add education, you are talking about over $10,000 per child per year?

Dr. **Paxton**. Well, I will accept your arithmetic, sir.

Senator **Nickles**. Well, not to accept it. If you would corroborate the figures.

Dr. **Paxton**. We can give you the exact figures.

[Subsequent to the hearing the following information was received for the record:]

ADM OFF RESERVATION BOARDING SCHOOLS
1960 - 1982

	1960	1961	1962	1963	1964	1965	1966	1968	1969	1970
Wahpeton	361	405	407	381	404	414	413	412	452	440
Concho	105	172	180	228	246	177	162	198	322	319
Riverside	321	329	333	368	390	369	334	362	347	360
Sequoyah	364	392	391	429	370	381	399	460	518	504
Intermountain	2089	1994	2114	2226	2046	2052	2108	2177	2106	1749
Phoenix	987	1021	1066	1026	1068	1023	1018	1092	1020	943
Chilocco	956	996	1018	1111	1185	1201	1102	1104	1025	743
Flandreau	602	609	611	646	632	677	655	643	628	617
Mt. Edgecumbe	658	672	670	677	672	671	669	673	622	650
Sherman	913	990	1003	1011	1058	1036	1013	816	806	768
Chemawa	631	744	762	773	871	890	960	876	842	857
Total	7,987	8,324	8,555	8,876	8,942	8,899	8,833	8,813	8,688	7,950

	1971	1972	1973	1975	1977	1978	1979	1980	1981	1982
Wahpeton	404	425	383	260	317	318	371	293	291	259
Concho	310	339	355	354	326	306	204	182	175	168
Riverside	422	349	402	318	231	214	282	243	274	241
Sequoyah	456	445	482	350	230	182	234	222	218	182
Intermountain	1766	1416	1384	1057	974	1024	898	723	791	779
Phoenix	940	988	375	878	714	818	665	516	491	475
Chilocco	663	662	459	360	428	142	125	C L O S E D		
Flandreau	656	715	705	755	650	532	445	423	485	376
Mt. Edgecumbe	627	495	423	538	377	394	437	393	397	349
Sherman	637	639	700	785	587	620	588	624	671	632
Chemawa	859	699	647	488	180	286	273	220	328	442
Total	7,740	7,172	6,315	6,143	5,014	4,836	4,522	3,839	4,121	3,903

Note: Data for 1967, 1974 and 1976 not available

Senator NICKLES. If you would like to know the total cost of the operation of the institution, of all the institutions. I think this is an important question. Not just the one in Oklahoma, but how it relates to the other schools? The cost per child for education? The cost per child as far as the dormitory situation? Possibly, we could extend this a little bit further. I guess you are familiar with the boarding schools that we have in Eufaula and other places?

Dr. PAXTON. Yes, sir.

Senator NICKLES. Try and get some kind of idea about what those are costing. I would appreciate it for my own information. We have not visited all these facilities and other States, but I intend to visit the ones in our State, become more familiar with them, and learn more about them. I was very familiar with Chilocco, which was very close to my home town. I felt like it was a very poorly run school, a very mismanaged school, and a very expensive school. If I remember, I heard figures that ranged anywhere from $10,000 to $18,000 per child, and I do remember—and here again, back to the safety and education of the children, there was something like two or three murders in a period of 2 or 3 years in that particular school. So, that is not exactly what you would call your best environment for kids to have a chance.

I don't know exactly what happened to those kids.That was before my time in the Senate, but I would like possibly just a litle bit of analysis of what happened to them. Did they spread out to other boarding schools, or did they integrate into public schools, or some kind of combination of both. So, if you could give us those figures, plus the cost figures for all the remaining boarding schools, I think it would be very, very helpful, because, one, we are looking at saving tax dollars where we can, and, also, we are looking for trying to get quality education where we can.

I also had some information that, yes, we had a superintendent at one of the schools making $55,000; the average teacher payroll at one of the schools—I'm not particularly talking about Concho. Actually, I am talking about a different school. The average teacher's salary was $30,000. These are way above the norms of schools in Oklahoma. Way above the norms, like two or three times the average in Oklahoma. I would like to know if that is the case.

I would also like to ask for some additional information, and this would apply to the other schools that are mentioned, as far as these ratios are concerned. I have seen a report that said the ratios were staff to students of 1 to 2 to 3. This seems like a whole lot of staff per child. Is that correct? If that is correct, why do we hear rumors like there is not adequate counseling?

I am concerned about a lot of things, I guess, that have come out from this hearing and from past experiences.

[Subsequent to the hearing the following information was received for the record:]

According to an instructor who was at Chilocco from 1977 to 1980, there were three deaths.

1. In 1979, an adult male student was alleged to have bludgeoned another male student to death with a mop pail. Alcohol was allegedly involved. The assailant was tried, convicted, and sentenced to serve a sentence in a penal institution.

2. 1978, or thereabouts, a female student drowned in a shallow water puddle on campus. Alcohol was involved.

3. During 1977, a third student was struck and killed in a hit-and-run vehicle accident.

Chilocco School was one of the sites where a concentrated Bureau of Indian Affairs Special Adult Indian Education Program was conducted. The students were what was then termed "over-age" students. The maximum age for admission was twenty-five years. The students represented many different tribes and from different geographical locations of the United States.

The program was heavily funded by the Bureau of Indian Affairs.

One of the major problems which plagued the program was that there were a number of adult students who were there by court order. These students had been in trouble with the law and had been given the alternative of either to go to jail or go to school. Many chose to go to school.

Many of these students continued their escapades at school and as a result Chilocco did have disciplinary problems. Another contributing factor to student unrest was tribal rivalry. There were at least forty different tribes represented at the school, according to one informant.

This type of environment, the background of some of the students, and their age did result in major "social" or disciplinary problems.

Due to the over-age student population in the special adult education program, it was not feasible for the students to transfer to public schools or other Bureau of Indian Affairs schools. A small percentage of these students did transfer to other BIA adult programs. A large percentage, however, dropped out of school.

Of the regular students, about one-third transferred to other BIA schools and another one-fourth entered public school.

The school closed in 1979 and in that year the ADM was 125.

OTHER OFF-RESERVATION BOARDING SCHOOLS

Fiscal years	Flandreau	Phoenix	Sherman	Intermountain	Chemawa
ADM:					
1980	423	516	624	723	220
1981	485	491	671	791	328
1982	376	475	632	779	442
ISEP funding:					
1980	2,163,400	2,625,904	3,257,851	5,519,890	2,250,770
1981	2,815,100	2,837,800	4,410,500	5,012,700	1,956,900
1982	2,128,000	2,550,500	3,420,900	4,715,200	2,554,700
O. & M.:					
1980	620,700	818,600	856,300	1,494,900	634,400
1961	740,000	830,300	982,300	1,562,500	598,300
1982	606,700	783,700	992,600	1,376,200	1,376,200
Cost/ADM:					
1980	6,581	6,675	6,593	9,702	13,114
1981	7,330	7,470	8,037	8,313	7,790
1982	7,273	7,019	6,983	6,820	8,893
Staff/student ratio:					
1980	1:3.0	1:3.2	1:3.8	1:2.1	1:1.5
1981	1:4.3	1:3.4	1:4.7	1:2.8	1:2.9
1982	1:3.7	1:3.6	1:4.7	1:3.4	1:3.4

The current salary range for Superintendents: GS–12, $28,245 to $36,723; GS–13, $33,586 to $43,666; and GS–14, $39,689 to $51,596.

Current salary range for Instructors and Instructor Supervisors: GS–9, $19,477 to $25,138 per annum ($16,230 to $20,948 for 10-month school year); GS–11, $23,566 to $30,640 per annum ($19,638 to $25,533 for 10-month school year).

Dr. Paxton. The last study that was done by the Department of the Interior did show that we had a ratio of 1 to 9.8 as far as teachers are concerned. Now, these data are out of date for this particular year. We have not made a survey this year, but we can assume that because of the lower budgets that ratio would be different this year. But it does give an indication.

The counseling at Concho was 1 for every 187 students as far as professional counselors are concerned.

Senator Nickles. Well, if you have less than 187 students, do you have less than a counselor, or what?

Dr. Paxton. Well, we had 1 counselor for this particular year and 187 students for that year.

Senator NICKLES. Yes.

Dr. PAXTON. And there were no social services at Concho School. The dormitory ratio was 1 for every 11. I can assume that as soon as we can survey the ratio for this year that it would be less than that.

Senator NICKLES. I see that total dormitory staff, it said 1 for 11, and then I am looking at the night, and it said "on-duty 1 for every 94." So, you would only have one——

Dr. PAXTON. Sir, having been on the campus at Concho that would sound logical.

Senator NICKLES [continuing]. So, you would have only one person basically supervising the dorm at night?

Dr. PAXTON. Senator, I don't want to belabor the point, but when we are talking about elementary children, with the money we have available by formula to go to children whose needs are taken care of 24 hours a day, I am concerned, as the Director of Indian Education, for the safety of those youngsters, for the counseling, and for the care, particularly elementary. So, I support the Department view. I support the Assistant Secretary's view that boarding school is no place for elementary youngsters.

Senator NICKLES. So, the way you are targeting in—and this goes back to the Chilocco question where I said two or three kids—I can't remember—were murdered over a 2- or 3-year period of time. Fights, and it was rough. It was a rough environment for these kids to grow up in at Chilocco. Now, I am not that familiar with Concho, and I am not that familiar with these other schools. I am going to become more familiar. I plan to visit Concho very soon, hopefully, this week. So, I am going to expand my vision and I will be able to have a better dialog, but basically what you are telling me then is the safety, the environment, in the school is not that bad. The teacher/pupil ratio is great.

Dr. PAXTON. The school programs are excellent at Wahpeton and at Concho.

Senator NICKLES. But the dormitory situation, what you are telling me, is not a safe or a productive environment for these youngsters to grow up. That is what you are saying?

Dr. PAXTON. Plus, we think it is the responsibility of the parents where parents are available.

Senator NICKLES. In some of those cases, do you think parents have neglected their responsibility? Here again, you have 140 or 150 kids that have ended up there. How did they end up there? I guess that is that social question. Did the parents dump them? Did the State say, no, parents you are unfit and so we are going to take them from you and put them in this type of a boarding school, or how did the majority of them get in? You said, there were only three or four delinquents.

Dr. PAXTON. I stated, sir, that 2 to 3 percent of the students need foster home placement. We do have an analysis that we can send to you student-by-student as to why they are there.

Senator NICKLES. Could you give me just a quick synopsis of how most of those 140-some kids are there?

Dr. PAXTON. Twenty-eight percent are from the Cheyenne Arapaho tribe. Forty percent of the students are sent there for mostly economic reasons, or because someone decided they were not being taken care of by the parents.

I would say, sir, that there are parents of these students north of El Reno on the Cheyenne Arapaho Reservation. I'm also submitting that it is the parents' responsibility to take care of those students. Now, if they are not being taken care of; then, the social workers enter the picture and in concert with us, make school placement options available.

Senator Nickles. Yes.

Dr. Paxton. I believe, as an educator, that Concho is convenient, and it is in these days an economic problem for some of the parents to provide clothing and food for their children. I also believe that some of the children should not be there. My belief is based on experience of 30 years, from 1952 to the present in various schools in the Nation, not just Oklahoma, but also in Arizona. As an administrator, I visited many, many boarding schools. I worked in boarding schools for 6 years.

I do not believe it is the best place for our Native American people nationwide.

Now, there is some need for them, and that is what the Assistant Secretary was saying. That we look now as to which ones are still needed throughout the Nation.

Senator Nickles. OK. I appreciate your comments, and I would appreciate it, if possible, if we are able to set a visit to Concho at the end of this week, if you could get us some of that information about cost, and maybe even go into some of the salaries, et cetera so that we could have a little bit better information. I don't know if you have any way of measuring school quality or dorm incidents. Has there been some serious incidents in the dorm with kids, problems, fights, et cetera? If you could feed us what information you have as early as possible, hopefully, before Friday, in case we are able to get back there this Friday. I would appreciate it. I am not looking for a bureaucratic report, or anything else like that, but I would like to have some average cost figures for this school as it is compared to the other schools. How it relates to them, and why most of those kids are there. I think it would be helpful to me in assessing the situation. We would appreciate your assistance in that regard.

Dr. Paxton. We will submit it.

Senator Nickles. Thank you.

[Subsequent to the hearing the following information was received for the record:]

OKLAHOMA BIA SCHOOLS AND WAHPETON

Fiscal years	Wahpeton	Riverside	Concho	Kickapoo	Sequoyah	Carter	Eufaula	Jones Academy
ADM:								
1982	259	241	168	97	182	101	108	196
1981	291	274	175	(1)	218	85	94	164
1980	293	243	182	(1)	222	120	95	169
ISEP funding:								
1982	$1, 308, 500	$1, 387, 100	$906, 000	$260, 625	$1, 068, 400	$380, 054	$406, 336	$641, 959
1981	1, 542, 000	1, 619, 100	1, 007, 200		1, 343, 500	341, 417	356, 905	562, 597
1980	1, 430, 600	1, 939, 800	1, 336, 700		1, 410, 500	437, 540	445, 900	721, 910
O. & M.:								
1982	$435, 000	$524, 500	$563, 300		$435, 000	$149, 300	$150, 000	$265, 700
1981	492, 800	462, 500	496, 500		484, 000	166, 212	162, 390	200, 148
1980	447, 000	437, 900	510, 100		472, 400	156, 025	142, 696	271, 293
Cost/ADM:								
1982	$6, 732	$7, 932	$8, 746		$8, 260	$5, 241	$5, 151	$4, 631
1981	6, 992	7, 597	8, 592		8, 383	5, 972	5, 524	4, 651
1980	6, 408	9, 785	10, 147		8, 482	4, 946	6, 196	5, 877
Staff/student ratio:								
1982	1:4.0	1:3.0	1:3.0		1:3.6			
1981	1:4.0	1:3.0	1:3.0		1:3.6			
1980	1:3.4	1:2.0	1:2.1		1:4.0			

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[1] New school.

Senator Nickles. Thank you, Mr. Chairman.

Sentor Andrews. Any further questions you have, we will ask for the record.

Senator Nickles. Thank you.

Senator Andrews. Mr. Secretary, let me go through a few questions so we can establish the basic point. My colleague in the House from North Dakota is here. I would like to have his statement after you leave the witness stand. We've got another group from New Mexico that have to go to another hearing, too; so, we want to move along and give the local people a chance to testify, but the Senator from Oklahoma has raised an important point.

In Congress, when we are looking at shutting down facilities, we try to establish guidelines. You told the committee a moment ago, Mr. Secretary, that here are 10 Indian boarding schools in this country.

Mr. Smith. Yes.

Senator Andrews. That is correct?

Mr. Smith. Yes.

Sentor Andrews. Now, what is the cost per student in these 10 Indian boarding schools? You must have, when you decided to shut down two, taken a look at cost per student across the board. Where do the two that you are shutting down rank in cost per student compared to the other eight?

Mr. Smith. I think the cost of the repairs to the facility was considered, and, also, the cost to bring that particular facility up to standard. As you understand, a lot of our facilities are not up to standard, and we need well over $2 million to bring the Wahpeton facilities up to standard.

Senator Andrews. Have you been to Wahpeton, Mr. Secretary?

Mr. Smith. I haven't myself.

Senator Andrews. Well, I have, and some of those buildings are relatively new. Could you provide——

Mr. Smith. Yes, we could provide you a cost estimate that we have.

Senator Andrews [continuing]. You have that information on hand——

Mr. Smith. I don't have it.

Senator Andrews [continuing]. What the age of the various buildings are?

Mr. Smith. I don't have it on hand, Mr. Chairman.

[Subsequent to the hearing the following information was received for the record:]

Provide a cost estimate to bring the Wahpeton facilities up to standard. Provide the age of the various buildings at Wahpeton.

The most recent figures we have on the cost of bringing Wahpeton up to standard and full operating capacity indicate a dollar figure of $2.6 million.

The original school building and dormitories were built in 1908 and remodeled several times since then. In 1961, a new, completely modern school building with fifteen classrooms, music room, library, and multi-purpose room was built, replacing the original structure. In 1964, two modern dormitories, with a student capacity of 128 each were completed. In 1966 a combination dormitory housing 160 boys and girls, grades 2 through 5 was completed. November 1971 marked the completion of the new dining hall which seats 216 students.

HISTORICAL DATA—CONSTRUCTION: OFF-RESERVATION BOARDING SCHOOLS

	Oldest structure	Latest structure	Major renovation
SIPI	1971: New facility	1936: Shop	None.
Mount Edgecumbe	1939: Dormitory	1978: Utility building	
Phoenix	1901		
	1930: School facility	1975: Gymnasium	1963.
Sherman	1902: Office building	1970	1962.
	1930: School facility		
	1964: Dormitory		
	1965: Dormitory		
Wahpeton	1931–36: Original construction	1971: Kitchen—Dining facility	1960, 1976.
	1961: School facility		
Riverside	1907: School building	1971: School facility	1950.
	1920: School facility		1959.
	1930: School facility		1960.
	1963: School facility		
Sequoyah	1922: Original construction	1966: Dormitory and utility building	1963.
	1933: Shop		
	1963: Dormitory		
Concho	1900: Office building	1969: Dormitories	1964.
	1930–38: School facilities		1969.
	1964: Quarters		
Chemawa	1896: Original construction		1941.
	1902: School facility		1960.
	1928: School facility		1964.
	1930: Gymnasium		1970.
	1941: School facility		
Flandreau	1893: Original construction	1925: School facility	1964.
	1905: Office building		1971.
	1913: Multipurpose building		
	1932: Shop building		
	1948: Quarters		
	1964: School facilities		
Intermountain	1942: U.S. Army hospital	1957: Vocational training shop	1950–51.
	1950: School facility		1960.
	1950–51: School facilities and miscellaneous construction.		1971; 1974 (re-roofing).

Senator ANDREWS. Do you have on hand the cost per student?

Mr. SMITH. I have the total cost, but I don't have a breakdown for that specific school. I have the general figures on what it would cost us to bring each school up to standard.

Senator ANDREWS. Yes, but, Mr. Secretary, I have been listening to people on the other side of the bench in congressional hearings for 18 years, and there is an awful lot of blue sky when you come up and say, we are shutting this school because of what we estimate will be the charges out in the future, and for some strange reason, you can't tell this committee what the cost per student has been for the last 5 years for this school, for the school in Oklahoma, the two that you are shutting down, in comparison to the eight that you are keeping open. You must have looked at these.

Mr. SMITH. That was just one of the factors that we used in evaluating these schools. The basic criteria in the case of Concho and Wahpeton was the fact that they are elementary schools. It has been said time and time again here, there are other alternatives for education within the home communities of these children and we feel it is a better setting. That is the main reason.

Senator ANDREWS. Well, Mr. Secretary, you then say you do not have the cost per student of these ten schools?

Mr. SMITH. Not on hand. Not right here. But, we do have it.

Senator ANDREWS. Please provide that for the record.

Mr. SMITH. Yes.

[Subsequent to the hearing the following information was received for the record:]

OKLAHOMA BIA SCHOOLS AND WAHPETON

Fiscal years	Wahpeton	Riverside	Concho	Kickapoo	Sequoyah	Carter	Eufaula	Jones Academy
ADM:								
1982	259	241	168	97	182	101	108	196
1981	291	274	175	(1)	218	85	94	164
1980	293	243	182	(1)	222	120	95	169
ISEP funding:								
1982	$1,308,500	$1,387,100	$906,000	$260,625	$1,068,400	$380,054	$406,336	$641,959
1981	1,542,000	1,619,100	1,007,200		1,343,500	341,417	356,905	562,597
1980	1,430,600	1,939,800	1,336,700		1,410,500	437,540	445,900	721,910
O. & M.:								
1982	$435,000	$524,500	$563,300		$435,000	$149,300	$150,000	$265,700
1981	492,800	462,500	496,500		484,000	166,232	162,390	200,148
1980	447,000	437,900	510,100		472,400	156,025	142,696	271,293
Cost/ADM:								
1982	$6,732	$7,932	$8,746		$8,260	$5,241	$5,151	$4,631
1981	6,992	7,597	8,592		8,383	5,972	5,524	4,651
1980	6,408	9,785	10,147		8,482	4,946	6,196	5,877
Staff/student ratio:								
1982	1:4.0	1:3.0	1:3.0		1:3.6			
1981	1:4.0	1:3.0	1:3.0		1:3.6			
1980	1:3.4	1:2.0	1:2.1		1:4.0			

[1] New school.

OTHER OFF-RESERVATION BOARDING SCHOOLS

Fiscal years	Flandreau	Phoenix	Sherman	Intermountain	Chemawa
ADM:					
1980	423	516	624	723	220
1981	485	491	671	791	328
1982	376	475	632	779	442
ISEP funding:					
1980	$2,163,400	$2,625,904	$3,257,851	$5,519,890	$2,250,770
1981	2,815,100	2,837,800	4,410,500	5,012,700	1,956,900
1982	2,128,000	2,550,500	3,420,900	4,715,200	2,554,700
O. & M.:					
1980	$620,700	$818,600	$856,300	$1,494,900	$634,400
1981	740,000	830,300	982,300	1,562,500	598,300
1982	606,700	783,700	992,600	1,376,200	1,376,200
Cost/ADM:					
1980	$6,581	$6,675	$6,593	$9,702	$13,114
1981	7,330	7,470	8,037	8,313	7,790
1982	7,273	7,019	6,983	6,820	8,893
Staff/student ratio:					
1980	1:3.0	1:3.2	1:3.8	1:2.1	1:1.5
1981	1:4.3	1:3.4	1:4.7	1:2.8	1:2.9
1982	1:3.7	1:3.6	1:4.7	1:3.4	1:3.4

Senator ANDREWS. Now, you must have another way of evaluating what kind of a job you are doing. What is the ranking of these 10 boarding schools in achievement test scores for the students who graduate from them? What type of job are they doing in educating the children?

I would assume if you are shutting 2 out of 10, that they are the ones that are at the bottom. Have you ranked these 10 schools according to achievement test scores of the student?

Mr. SMITH. I would have to refer this to Dr. Paxton.

Dr. PAXTON. Mr. Chairman, we have a testing program at each of these schools. We do not have a nationwide testing program.

Senator ANDREWS. Do you use the standard achievement test required of most high school graduating seniors?

Dr. PAXTON. Yes, sir.

Senator ANDREWS. Those figures are available?

Dr. PAXTON. They are available each year.

Senator ANDREWS. Would you provide them to the committee for the ten schools so we can see how the schools score?

Dr. Paxton. They will be available for the last school year, yes, sir.

[Subsequent to the hearing the following information was received for the record:]

ACHIEVEMENT TEST SCORE RESULTS FOR THE 10 OFF-RESERVATION BIA BOARDING SCHOOLS

Name of school	Name of test	Composite results
1. Sequoyah High School (12th grade)	California achievement test (CAT), March 1982.	English 10.9; mathematics 9.8; reading 9.9.
2. Mount Edgecumbe Boarding School (12th grade).	California achievement test (CAT), fall 1981.	English 8.6; mathematics 9; reading 8.3.
3. Phoenix Indian High School (12th grade).	California achievement test (CAT), March 1981.	English 9.3; mathematics 8; reading 8.
4. Sherman Indian High School (12th grade).	do	English 9.5; mathematics 8.7; reading 9.1.
5. Intermountain Inter-tribal School (12th grade).	do	English 8.4; mathematics 8; reading 8.
6. Chemawa Indian School (12th grade).	California achievement test (CAT, spring 1981.	English 9.1; mathematics 9; reading 9.9.
7. Riverside Indian School (12th grade).	Basic skills achievement test (BSAT), April 1981.	English 8.3; mathematics 9.1; reading 9.4.
8. Flandreau High School (12th grade)	Science Research Associates (fall 1981).	English 9.75; mathematics 9.65; reading 9.35.
9. Concho School (elementary)	SRA (grade 8) April 1981	English 5.9; mathematics 6.1; reading 6.
10. Wahpeton Indian School (elementary).	Basic skills achievement test (BSAT), 1980.	61 percent of students scored below grade level versus 50 percent for national norm.

Comment: Achievement tests tend to show that the typical 12th grade graduate is from 2 to 4 years below grade level on standardized norm-referenced tests. At the 2 elementary schools (grades 1 to 8), the typical 8th-grade graduate is about 2 grade levels below national norms. Such scores tend to reflect the background and special needs of the students rather than serving as an indicator of the quality of education received.

Senator Andrews. Do you have those figures with you now?

Dr. Paxton. I do not have them with me; no, sir.

Senator Andrews. Do you know where Wahpeton stands, and Concho stands in connection with the other eight schools?

Mr. Smith. No, sir. It is not on that basis that we decided to close the school. That was not one of the criteria.

Senator Andrews. Oh, well, if it is not on the basis of cost per student, and if it is not on the basis of the educational job you are doing, you then say it is on the basis of the cost of rehabilitating the buildings. And, Mr. Secretary, you haven't been to Wahpeton, but certainly the superintendent has been at Wahpeton.

Mr. Superintendent, how many major buildings do you have in the Wahpeton Indian School?

Mr. Chief. Six, sir.

Senator Andrews. Six?

Mr. Chief. Yes.

Senator Andrews. What is the average age of those six buildings?

Mr. Chief. Well, the oldest building that we have in existence is our education building that houses the classrooms and the facilities for the gym activities, and so forth.

Senator Andrews. How old is this oldest building?

Mr. Chief. That was constructed in 1960. Opened in 1960.

Senator Andrews. So, the oldest building at the Wahpeton Indian School was constructed in 1960.

Mr. Chief. I would like to make a—my office building, in which I am housed, is probably the oldest building on campus, the administration building, and that is one of the original buildings going back to 1908.

Senator **Andrews**. Well, Mr. Secretary, let me point out that the committee is not concerned about where you house your superintendents. We assume they are going to get along fairly well.

Mr. **Smith**. You would think so.

Senator **Andrews**. The figures you have given the committee and the statement that you made that these facilities are too old, we assumed were classroom facilities. You have not been in North Dakota.

Mr. **Smith**. I have not.

Senator **Andrews**. I have been in every corner of North Dakota.

Mr. **Smith**. I have been in North Dakota, but not in Wahpeton.

Senator **Andrews**. Well, I have been in every corner of North Dakota over many years, and let me tell you that a public school district in North Dakota whose classrooms are only 20 years old, is pretty fortunate. In fact, that is known as a relatively new school.

You say that is the oldest one, Mr. Superintendent. When was the newest one built?

Mr. **Chief**. Our newest building we occupied in 1972. That was opened for use, that was our school kitchen facilities.

Senator **Andrews**. What about the next oldest? 1972 is your newest one. What is the next oldest facility?

Mr. **Chief**. 1964, we had the combination dormitory which houses our students grades three through five.

Senator **Andrews**. So, the dormitory was built in 1964?

Mr. **Chief**. That particular dormitory. There are two other dormitories that house sixth, seventh and eighth graders. Two other dormitories that were opened in 1962.

Senator **Andrews**. So, in the eyes of the committee, Mr. Secretary, that looks like a fairly new facility, but then perhaps you can expand for the record when you give us these yardsticks.

Mr. **Smith**. Sure.

Senator **Andrews**. If then the yardstick you used was not on cost per student, and if the yardstick you used was not on achievements of the student graduate, and, as we have just discovered, these buildings are not old and decrepit and ready to fall down, having been built in the last 20 years, what, then, was the yardstick you did use, Mr. Secretary, in picking these 2 schools out of the 10?

Mr. **Smith**. Well, Mr. Chairman, as you know, they are both elementary schools, and I think that was the main criteria that we used. We believe that elementary kids should be in their own communities, and we believe these kids have an option to be in their communities, and we believe it can be done.

It is a better setting for the children. I think, Mr. Chairman, that we could have had the same disagreements on any of these 10 schools. I have to look at the total. I know we have to write some of these off. It is a very difficult job to decide which ones to choose, and we had to build some criteria.

Senator **Andrews**. Well, we are just trying to find out what type of yardstick you used, Mr. Secretary.

Now, could you provide at this point in the record, because time is of the essence, the severance pay for personnel at the Wahpeton and the Concho School and the relocation plans you have for the personnel there; the security and maintenance of the buildings, and what will be done with those buildings?

[Subsequent to the hearing the following information was received for the record:]

	Concho	Wahpeton
Severance pay	$232,314	$313,116
Lump-sum payment	86,047	139,000
Total	318,361	452,116

The following Memorandum outlines the overall closure plan for both Wahpeton and Concho boarding schools:

FEBRUARY 3, 1982.

INDIAN EDUCATION CODE 504

MEMORANDUM

To: Director, Office of Indian Education Programs, Aberdeen Area Director, Aberdeen Area Education Program Administrator.
From: Deputy Assistant Secretary—Indian Affairs (Operations).
Subject: Closure of Wahpeton Boarding School.

The closure of Wahpeton Boarding School is scheduled for completion by June 15, 1982. Accordingly, you are directed to take the following actions:

I. Concerning the student enrollment:

1. Parents of Indian students attending Wahpeton will be notified by the Aberdeen Area Education Program Administrator that the school will close at the end of May 1982. Such notification shall be made to parents and guardians, in writing, no later than March 1, 1982, and shall include other educational alternatives available to students.

2. Students at Wahpeton shall be given priority placement at other Bureau schools in accordance with the expressed preferences of parents and guardians.

3. The Aberdeen Area Education Office shall develop by February 26, 1982, a student transfer plan. Such a plan is to include the stated preferences of students, parents and guardians, plans for the transfer of records to the target school, and provision for the necessary social services for those students and families requiring them.

4. The Aberdeen Area Education Office will report to the Director, Office of Indian Education Programs on a bi-monthly basis (every two weeks), beginning March 15, 1982, on the placement of students. This report will show the number of students in the following placement categories:

a. other BIA schols,
b. public schools,
c. peripheral dorms,
d. contract or parochial schools,
e. "other,"
f. unaccounted for.

5. Social workers from the local BIA Social Services will work directly with families in making satisfactory plans for the students. This may include assistance in helping the family and the student make the necessary adjustment when the student is returned to the home or in the placement of the student in a foster home.

6. Students will be encouraged to enroll in schools in their home communities whenever possible in keeping with Bureau policy but assistance will be given to those who require another Bureau residential school or a dormitory placement.

7. The Aberdeen Area Education Office will work closely with the target public schools in the area .

8. When indicated, consideration will be given to boarding schools outside the State of North Dakota.

II. Concerning Personnel:

1. The Aberdeen Area Personnel Office shall develop, by March 15, 1982, an action plan which will include the following:

a. A memo to the Office of Indian Education Programs requesting authority to conduct a total reduction-in-force for the Wahpeton Indian School. This is to be sent by March 15, 1982.

b. A letter of notification of a reduction-in-force to be isued to all employees by March 30, 1982.

c. The Competitive Area for the RIF shall be the Wahpeton Indian School.

d. A schedule of meetings with the Personnel Officer from Aberdeen Area Placement Office and Union Officials.

e. Assistance to employees in finding new employment.

f. Counseling of employees concerning RIF procedures both individually and in groups depending on the need. Action plan must include provisions, including the names of personnel who will conduct the sessions, for presentations on the following topics:

(1) Reduction-In-Force Procedures
(2) Displaced Employee Program
(3) Health Insurance
(4) Life Insurance
(5) Injury Compensation Benefits
(6) Leave
(7) Moving Expenses
(8) Pay: Compensatory Time, Annual Leave Lump Sum payment, etc.
(9) Reinstatement in the Federal Service
(10) Retirement—Optional, Disability, Early-Out, etc.
(11) Severance Pay
(12) Unemployment Compensation

2. The action plan shall call for the placement or separation of all employees by June 15, 1982.

3. The Union is to be kept informed on all actions. As soon as the authority for the RIF is received by the Area, the Union shall be notified and given time for comment.

4. Wahpeton Indian School will make available to all employees all possible resources to aid in their efforts to seek new employment. These should include:

a. Typist to assist with preparation of SF-171's for other employment.

b. Reproduction equipment to make copies of applications for employees.

c. Access to telephone to call personnel staff in the Area Office relative to personnel matters.

d. Permission for visits to the Area Office relative to personnel matters when such a visit is considered essential.

III. Concerning academic, recreation, dormitory, kitchen, farm and maintenance property, equipment and supplies:

1. At Wahpeton, first priority shall be given to distribution on a need basis to the remaining schools administered by the Aberdeen Area Education Office.

2. Second priority shall be given to Bureau schools in other areas. All remaining property, equipment and supplies determined excess or surplus should be disposed of through established procedures to other Federal agencies, or the general public per 41 CFR Chapter 101, Subchapter H, and implementing Departmental and Bureau directives.

3. Property equipment and supplies needed to maintain Wahpeton until final disposition of the real property should be retained and final disposition should be made per the above priorities.

IV. Concerning remaining student activity funds:

For Wahpeton, these funds should be distributed proportionally to all schools administered by the Aberdeen Area Education Office and the Aberdeen Agency Education Offices based on the student counts in the spring of 1982.

V. Concerning FY 1982 IMPL funds:

For Wahpeton the funds may be used for maintenance and security until final distribution is made of real property and facilities.

VI. Concerning any existing livestock and crops:

These should be disposed of according to applicable procedures for public sale and the proceeds if any, deposited into accounts from which originally acquired or into the U.S. Treasury's miscellaneous account, if originally acquired with appropriated funds. The Aberdeen Area Director will ensure that adequate and timely notice of public sales are provided to appropriate officials of the various tribes.

VII. Concerning real property:

All real property at Wahpeton shall be disposed of through the Aberdeen Area Director in accordance with applicable Federal, Departmental, and Bureau property management regulations and directives.

VIII. Concerning implementing closure actions:

1. The Director of Indian Education Programs and the Aberdeen Area Education Program Administrator are responsible for the programmatic aspects of

closure including the transfer of students and the equitable distribution of student activity funds.

2. The Aberdeen Area Director and the Director of Indian Education Programs will appoint one official to coordinate all activities associated with the school closure and related property and other resource dispositions. One official at the Washington Office location of the Office of Indian Education Programs and one from the Bureau of Indian Affairs is also designated to provide Central Office coordination. A listing of the designees appears at the end of this memo.

3. By May 15, 1982, a detailed Facility Management Plan must be submitted to the OIEP. This must include: (as a minimum):

a. a determination of who will receive the property after closure and how long the government needs to maintain the property before it is released to the new owner.

b. provision for maintenance of grounds after school is closed.

c. provision for winterizing the buildings (if the government maintains control of the property into the fall and winter months).

d. provision for boarding up windows to prevent vandalism.

e. provision for night watchmen to prevent vandalism and fire.

f. provision of maintenance foreman and maintenance man position until the property is relinquished.

g. provision for keeping all equipment used for facility management until the final disposition of the property.

CONTACT POINTS FOR THE CLOSURE OF WAHPETON

Education

Responsible Persons:

I. *Director's Office.*—S. Gabe Paxton, Jr., Acting Director, OIEP.

II. *Aberdeen Area Office.*—Harry Eagle Bull, Aberdeen Area Education Program Administrator.

Bureau of Indian Affairs

I. *Assistant Secretary—Indian Affairs (Operations).*—Charles Carter, Chief, Property Management.

II. *Aberdeen Area Office.*—Area Property and Supply Officer; Area Personnel Officer.

JOHN W. FRITZ.

Senator **ANDREWS**. Now, Mr. Secretary, where are you proposing to send the children currently attending the Wahpeton School?

Mr. **SMITH**. As Dr. Paxton indicated, we have a school closure plan that is pretty comprehensive and detailed. We will be checking with every parent in trying to decide where each student would attend, and what the alternative is.

Senator **ANDREWS**. But at this point in time you made the decision without knowing where the students were going.

Mr. **SMITH**. Yes. However, we have a pretty good estimate. We think 143 would go to public school and 116 would go to either a contract or another BIA school. Fifty nine students may go to peripheral dorms, and approximately 15 to other boarding schools.

Senator **ANDREWS**. Have you contacted the public schools in the areas where the children will be going, and do they have space available for the children?

Mr. **SMITH**. I will refer that to Dr. Paxton. I am not sure if we did that.

Dr. **PAXTON**. Our local people do have a closure plan from which they are to work out placement plans for each youngster, and they are to report very shortly to us as to the closure plans and the placement plans. I would assume, Mr. Chairman, that they are contacting the public schools as they work out these plans.

Senator **ANDREWS**. Well, since this has been done by the local people, let me refer the question to Superintendent Chief. Have you contacted the schools in the area where the children will be living; the school that is closest to the children. You know, in North Dakota, you can live in North Dakota and have a mailing address of Lemmon, S. Dak. That does not mean that you are going to go to school in Lemmon, S. Dak.

Have you checked with the schools that are closest to the homes of these students of your to find out if there is indeed, and, in fact, space for these children?

Mr. CHIEF. No, I have not, sir.

Senator ANDREWS. Has anybody in the BIA?

Mr. CHIEF. Not that I know of.

Senator ANDREWS. Well, the Secretary says he has not been there, and your colleague says that the local people have done it.

Mr. CHIEF. Well, that is a projection we have—that is probably a projection that I have to intervene here, and submit information on relative to where I receive the children from when they enrolled at the Wahpeton Indian School.

Senator ANDREWS. But, Mr. Superintendent, what we have now developed, and, Mr. Secretary, if this is different than the way I understand it, what we have now developed is that you have decided to close the school and you do not know where these students are going to go?

Mr. SMITH. I do not think we have a plan for every specific student at this point.

Senator ANDREWS. Mr. Secretary, just hearing the testimony from your local superintendent, who is the only one who has done any of this, as I understand, and he says he has done none of it, would not your answer have to be: "We have no plan and no knowledge of where any of these students are going?"

Mr. SMITH. It is my understanding that Mr. Eagle Bull of our Aberdeen Area Office is responsible for carrying this out for the Office of Education.

Senator ANDREWS. Well, wouldn't it logically be that the superintendent, who has the responsibility for the children, would be the one whom you would have asked to find out if there were places for them to go?

Mr. SMITH. I would think he would have to be involved.

Senator ANDREWS. Mr. Secretary, let me then ask you another question: Have you checked with the leaders of the tribes from which these children come. Is it their suggestion, since the only reason you have given for shutting the school is that they will be better off back home in the tribal reservation. Have you checked with the local tribal leaders, and do they support this closure because they feel these Indian children will in fact be better off back on the reservation?

Mr. SMITH. When you are proposing closure of a school, most people naturally will not want to close the school. I have not personally talked to specific tribal leaders in that particular area.

Senator ANDREWS. But you come in here, Mr. Secretary, and you say, We are closing the school, not because of cost per student; not because of age of facilities; not because of a lack of achievement in test scores, but because these children will be better off back on the reservation.

Now, you tell me that you have not consulted with the local tribal leaders who really have the interest of their people at heart. Can you tell me if they support this move of the children back?

Mr. SMITH. I could not tell you whether they support or not support it.

Senator ANDREWS. Well, Mr. Superintendent, in dealing with these children on a day-by-day basis, you must know the tribal councils where they come from. Do these tribal leaders feel that it is in the best interest of these children to be returned to the reservation, these specific children? Have you heard from the tribal leaders?

Mr. CHIEF. The tribal response that we had after the notification of closure is that the local tribes use Wahpeton Indian School as a resource and would like to maintain the school.

Senator ANDREWS. We have received a number of resolutions from tribal councils, Mr. Secretary, and they are unanimous saying that they do not feel the interest of these children will be served by returning them to the reservation because of the problems they have and unstable families, and because of a host of other problems. That is why, again, I am concerned that you have not done the consulting you should have done.

Do you plan to send any of these students to contract schools?

Mr. SMITH. Yes. That is a possibility.

Senator ANDREWS. Have you spoken with the tribes involved?

Mr. SMITH. I have not.

Senator ANDREWS. Has anybody in your organization?

Mr. SMITH. Dr. Paxton.

Dr. PAXTON. This is a part, Mr. Chairman, of our closure plan which is proceeding this week with a time frame to have these placement plans to us very shortly. We have started by having a list of the students that we have and where they came from. Mr. Eagle Bull, who is the area education program administrator who is responsible for Wahpeton School, is, at this point, using the names and the locations that were submitted by the school at Wahpeton, and that is our base document for working out a placement plan.

We are also working with the local social workers.

Senator ANDREWS. But you have no results back as yet?

Dr. PAXTON. No. I expect to have all of these placement plans in place and reported to you by March 15.

[Subsequent to the hearing the following information was received for the record:]

Provide the current placement plans for students at Wahpeton.

On the basis of a telephone report from a central office staff member on site at Wahpeton, received on March 26, the current placement plans for Wahpeton students are as follows:

BIA schools	111
Public schools	71
Others (parochial, prep and private)	6
Undecided	39
Unable to locate	24
Total	251

OIEP is continuing to work intensively at contacting the 24 parents or guardians that they have not previously been able to locate.

Senator ANDREWS. Mr. Secretary, it is estimated that the impact aid payments to public schools educating Indian children will be approximately 80 percent of that appropriated for fiscal 1982, and that there will be a requirement that if a school does not have a threshold payment of at least $5,000, the school will receive no impact aid funding.

Have you taken this information into account in estimating the number of Indian students from these schools that will go back to public schools?

Mr. SMITH. Well, we are concerned about the reduction in impact aid. We are following that very closely. If that goes down any more, we are going to have more problems in Indian country than ever before because 83 percent of our Indian students go to public schools.

Senator ANDREWS. Well, Mr. Superintendent, or Mr. Secretary, can you tell this committee that you have studied the issue and that you feel that in sending them back, if that is the socially proper thing to do, that it will cost the Federal Government significantly less to educate them in the schools adjacent to the reservation than it now costs to educate them in Wahpeton?

Mr. CHIEF. Is that question to me, Mr. Chairman?

The CHAIRMAN. Yes.

Mr. CHIEF. Yes, I would say it would cost less, because some of those students would go to public school, and I think their impact aid is a lot less than what we are paying for our academic coverage.

Senator ANDREWS. Do you know how much less on average?

Mr. SMITH. Dr. Paxton indicated approximately $2,000 that it is costing us and is allocated to the school. The cost for a public school—I do not know what the impact aid is, around $800. I am just guessing right now.

Senator ANDREWS. But, Mr. Secretary, are you not going to need the counseling and social workers for these particular students when they go back? Do these schools that they will go back to have that type of service?

Mr. SMITH. That is a possibility. I am sure we will on some of them.

Senator ANDREWS. A possibility; is it not a probability?

Mr. SMITH. Five to 10 percent.

Senator ANDREWS. Of only 5 to 10 percent?

Mr. SMITH. Yes.

Senator ANDREWS. Yet, your letter said 85 come to the Wahpeton school for social reasons?

There was another administration, Mr. Secretary, earlier, that used the word "nonoperable." Is your earlier letter, that we finally got a day or two ago, nonoperable now as far as the 85 percent level is concerned?

Mr. SMITH. In local communities we have personnel who carry on social work.

Senator ANDREWS. In looking at the social problems which may well still exist at the students' homes, on the students' home reservation, or with the student himself, where do you plan on having these children live, in peripheral dorms or foster homes?

Mr. SMITH. Foster homes would be my preference.

Senator ANDREWS. How much is it going to cost, and where are you going to get the money to pay for the foster care homes?

Mr. SMITH. I am not sure——

Senator ANDREWS. Or the dormitories?

Mr. SMITH [continuing]. Exactly what the situation is in that particular area of where these students come from, but I know on our reservation that we appropriate the dollars to carry out that program, and we get some funding for that.

Senator ANDREWS Does the BIA now state that if you go ahead with the closure of the Wahpeton School, that you will appropriate to the tribal councils and the educational institutions on those tribal reservations adequate money to handle the cost of foster homes?

Mr. SMITH. No, I am not saying that, but I think that would have to be worked out and looked at. And, we may have to make some adjustments.

Senator ANDREWS. But you did not do that before you went ahead with the decision to close the school, nor have you investigated the cost that might entail?

Mr. SMITH. Not at this point.

Senator ANDREWS. Have you consulted the tribes as to the availability of foster care homes for the children? I mean, certainly you must have done that.

Mr. SMITH. Well, all I can do is listen to our social services people and they say this could be done and that there are enough homes on each reservation.

Senator ANDREWS. Mr. Secretary, you are playing with the lives of young Americans. You are, in effect, sending them back to the home reservation from which the tribal council and the people in authority felt they were better off leaving to be placed in boarding school for this particular period of their life. Now, you shut the boarding schools, and you are telling me that you do not even know whether there are foster homes available back on the reservation to put the children in. You know the old story about Humpty Dumpty. You shut the school. How are you going to piece it back together again if you have not made these decisions, and if you do not have the knowledge before you make the decision?

Mr. SMITH. Well, I am sure there is—we still have a lot of planning to do, and I am sure Dr. Paxton indicated——

Senator ANDREWS. I am sure you still have a lot of planning to do.

Mr. SMITH [continuing]. That by March 15, we will have that plan laid out.

Senator ANDREWS. But the point is, Mr. Secretary, should not this planning have been done before?

Mr. SMITH. I have not had the luxury of sufficient time to do that planning before, Mr. Chairman. When I came in here, I had to make some hard, tough decisions about our budget, and where we were going to allocate our money. That is not easy to do.

Senator ANDREWS. But hard, tough decisions, Mr. Secretary, about the budget, when you are considering human lives, or even if you are not considering human lives, should be based on fact. What you have told this committee through the last hour has been one repetition after the other of the fact that, no, we have not checked the facts. No, we do not have the facts in hand.

Mr. SMITH. Mr. Chairman, I guess we get to the bottom line, again. I go back and I try to rationalize this whole problem and lay out the picture that has confronted us. We do not have full occupancy of our off-reservation boarding schools, and it is costing us an excessive amount of money. We realize that some of these schools are going to have to be closed. It is a question of which school is going to be closed, or combined with another school to bring our schools up to full occupancy. We cannot continue to spend the money on our off-reservation boarding schools if the enrollment is only running 60 percent, and our facilities are not up to standard throughout. I am looking at the big picture.

Senator ANDREWS. Well, Mr. Secretary, the students that are currently attending SIPI, you indicate will be going to tribally controlled community colleges on the Haskell Indian Junior College.

Will the budgets of these schools be increased to handle more students?

Mr. SMITH. We allocate funding on a full-time student equivalency basis to community colleges, in a similar way to what we do with off-reservation boarding schools.

Senator ANDREWS. You are saying, yes, the budget will be increased in these other schools?

Mr. SMITH. Yes.

Senator ANDREWS. Are the courses taught at these schools the same as the specialized courses now available at SIPI?

Mr. SMITH. I would assume so. Most community——

Senator ANDREWS. Mr. Secretary, please do not say you would assume. Either do you know, or do you not know?

Mr. SMITH. Well, I do not know it is a fact, but I have been told that several of these courses are taught in other community schools. They are taught in Haskell; so, there are other avenues, and we do have our vocational training program. A student can go to any vocational school in the country.

Senator ANDREWS. I grant you that, but, again, to get back to the basic question: Does anybody who is sharing the witness table with you now, know that the courses taught at these schools are the same as the specialized courses that are now available at SIPI?

Mr. SMITH. I might refer this to our education people.

Senator ANDREWS. Yes—a "yes" or "no" answer. If they are, or they are not.

Dr. PAXTON. I will say that they are not in those particular schools, but they are available either in the various communities, if not in those particular schools you mentioned.

Senator ANDREWS. But what you have just said is that they are not available in the areas to which you are returning them.

Dr. PAXTON. The students that go from SIPI to Haskell will choose Haskell because specific courses are available for them.

Senator ANDREWS. But not the same courses they had at SIPI?

Dr. PAXTON. The same courses, or they would not go there. If they are enrolled in a particular course at SIPI, and it is not available at Haskell, they would use the funding found under "adult vocational training," or if they have a place to go that has a tribally controlled community college where the course is available, they could also go to that.

Ms. HORNE. Senator Andrews?

Senator ANDREWS. Are you speaking for the Secretary?

Ms. HORNE. Yes. Senator Andrews, I have some pictures of the physical plant at Wahpeton as they were before and as they are now.

Senator ANDREWS. Oh, thank you, Esther.

Ms. HORNE. And so, to make the Secretary up to date, because he was 60 miles from Wahpeton and did not visit it recently, I would submit these.

Senator ANDREWS. Thank you, Esther, they are most helpful for the committee.

Ms. HORNE. This is the old plant that he probably is thinking in terms of, and not the new plant.

Senator ANDREWS. Thank you very much, Esther.

Mr. Secretary, you just said that you increased the budget going to these tribal community colleges?

Mr. SMITH. No, we have not increased the budget. I think there has been a reduction.

Senator ANDREWS. OK, I misunderstood what you said in that.

Your testimony indicates that Haskell Junior College will have to be more selective in their admission process in order to pick up some of the students who would have been at SIPI. How many students is this going to force out of Haskell and SIPI?

Mr. SMITH. I will refer that to Dr. Paxton.

Dr. PAXTON. Sir, I do not have the answer, but we can get it. I would not use the words, "forced out," but they would just not be one of those selected for enrollment at the junior college.

Senator ANDREWS. Well, Mr. Secretary, could we close on asking you a question about the overall responsibility that BIA has to educate Indian children? What do you feel the responsibility of BIA is in the education of Indian children?

Mr. SMITH. Mr. Chairman, we share in the responsibility with local tribes and State governments. We are very responsible. We have the responsibility to make sure that Indian children are receiving a quality education, whether it be in public school, a contract school, or a BIA run school.

Right now we have a lot of questions as to whether the schools we are running and the contract schools are actually academically up to standard. We are taking a good look at that to make sure that we are providing those Indian children a quality education.

I have some questions on it.

Senator ANDREWS. Mr. Secretary, let me conclude then by saying that we on the committee understand that the BIA, under regulations, is required to consult with the tribes about closing schools such as this; is that not correct?

Mr. SMITH. We are supposed to consult on any major policy change, but whether this is a policy change or not, I am not really sure because we have been in the process of closing off-reservation schools for quite some time.

Senator ANDREWS. Well, Mr. Secretary, let me read from the code book under policymaking:

> No. 1. Assure that no new policy shall be established nor any existing policy changed or modified without consultation with affected tribes and Alaska Native Government entities.

That is pretty clear; isn't it, Mr. Secretary?

Mr. SMITH. Well, it depends on what we define as a policy, and whether we make a decision to close one boarding school. Is that a change in our policy of slowly phasing out off-reservation boarding schools?

Senator ANDREWS. Mr. Secretary, do you not really think that that is a change in policy toward that tribe, or toward that group of tribes?

Mr. SMITH. Sure.

Senator ANDREWS. Yes. Well, I agree with that.

And the facts have shown that you did not consult with the tribes involved. You did not answer the letter that Senator Burdick and I wrote on December 14 until a couple of days ago. We appreciate finally getting that, Mr. Secretary.

Governor Olson of North Dakota wrote a letter urging you to find alternate places to put these young people. To date, he has received no answer. The tribal councils have sent you resolutions and letters of protest saying that these children would not be helped by being sent back to the reservation; in fact, they would be harmed. And, they have gotten no answer from you.

These are the concerns, Mr. Secretary, we have.

My final question—I want to recognize Congressman Dorgan, who has been patiently waiting—did you answer any of these letters, or review them in any way while you decided the fate of these schools and determined the placement of the students?

Mr. SMITH. Yes, I have read several personally, and, of course, Office of Education has the responsibility of responding to these specific letters.

Senator ANDREWS. Well, Mr. Secretary, I appreciate you coming. I have a number of other questions for the record but I do want to get one more in now.

Was the decision to close these three schools discussed with the Office of Indian Education Programs in the BIA?

Mr. SMITH. In the BIA? Yes, it was.

Senator ANDREWS. It was. What was the reaction of the Office?

Mr. SMITH. Well, when we decided to close the off-reservation boarding schools, I asked them their priorities, and they told me Wahpeton and Concho would be one and two.

Senator ANDREWS. Well, Mr. Secretary, I have a memo dated October 14, headlined, "United States Government Memorandum" talking about the Wahpeton Indian School by a member of the BIA education staff, Noah Allen, who had gone out to visit the Wahpeton Indian School. Let me read one paragraph, and I will put the entire statement in the record.

Mr. SMITH. What date is this, Mr. Chairman?

Senator ANDREWS. October 14.

Mr. SMITH. 1981?

Senator ANDREWS. 1981, yes, Mr. Secretary.

"If the school closes, it will be over the objections of OIEP."

You know what OIEP is?

Mr. SMITH. Right.

Senator ANDREWS. "This office has never recommended or supported the closure of Wahpeton." It is that simple, Mr. Secretary.

Mr. SMITH. Well, maybe I've got some problems in my Department, because when I was going——

Senator ANDREWS. Well, maybe people in your Department, Mr. Secretary, are showing a very healthy spurt of independence.

Mr. SMITH. Right. I have never seen that particular memorandum, but I——

Senator ANDREWS. Well, Mr. Secretary, we will be glad to give you a copy of the memorandum and it will, of course, be in the record along with your prepared statement.

[The memorandum and prepared statement follow. Testimony resumes on p. 64.]

UNITED STATES GOVERNMENT
memorandum

DATE: OCT 1: 1981

REPLY TO ATTN OF: Acting Assistant Director, Area and Post Secondary Education Programs

SUBJECT: Visit to Wahpeton Indian School

HEB
10/19

TO: Aberdeen Area Education Program Administrator

I am responding to Wahpeton's request for Carmen Taylor and me to visit their school to answer questions about possible closure of the school.

We will not come for a visit to answer questions about the possible closure. We are already aware of the need for the school, the fine job they are doing with the students, and the other related problems the closure will bring down on us.

If the school closes it will be over the objections of OIEP. This office has never recommended or supported the closure of Wahpeton.

We would be happy to visit Wahpeton if we felt we could help in any way to keep the school open, but we know we can't; the matter is beyond our control. We are very sorry.

Noah Allen

RECEIVED
OCT 19 1981
DIVISION OF EDUCATION

PREPARED STATEMENT OF KEN L. SMITH, ASSISTANT SECRETARY FOR INDIAN AFFAIRS, U.S. DEPARTMENT OF THE INTERIOR

Mr. Chairman, I am pleased to present our policy on the operation of off-reservation boarding schools. I will also address in particular our planned closure of three schools: Wahpeton at North Dakota; Concho at Concho, Oklahoma; and Southwestern Indian Polytechnic Institute at Albuquerque, New Mexico.

The Bureau of Indian Affairs, Office of Indian Education Programs, is presently operating 10 off-reservation boarding schools. Two of these schools, Concho and Wahpeton—the last two remaining elementary boarding BIA schools—are slated for closure at the end of the 1981–82 school year. In addition, we also plan to close the Southwestern Indian Polytechnic Institute. Two other schools—Intermountain and Mt. Edgecumbe—are scheduled to close at the end of the 1982–83 school year.

For fiscal year 1982, necessary actions are already under way regarding the closure of Concho and Wahpeton. Implementation plans include notification of tribes, parents, and the employees union (NFFE). Priority placement of students is also being planned. Memoranda covering the plans for the closing of Wahpeton and Concho are attached.

The factors considered in the proposed closure of SIPI were developed by a program analysis which revealed that alternative, more economical opportunities for similar vocational education courses are now available for some Native Americans in their local communities due to the recently implemented Tribally Controlled Community College Act. Eighteen such colleges are proposed for funding under the Act in fiscal year 1983 with several other Tribal Colleges in developmental stages. (The typical Tribally Controlled Community College Curriculum offers a substantial range of vocational technical training opportunities.) Haskell Indian Junior College (HIJC) continues to offer some vocational training courses and additional technical courses will be added on a needs basis. It is anticipated that HIJC will be able to accommodate more applicants in the vocational technical field within their estimated enrollment for fiscal year 1983 by exercising more selectivity in approving students.

Similar training opportunities are also being offered through the Employment Assistance and Job Training-Placement Program of the Bureau. Training opportunities are offered at locations on or near reservations rather than at remote urban location centers which has characterized most of the training of this program in the past.

The unit cost of operating an institution to offer duplicative type vocational courses is considered not to be cost effective. Therefore, it is proposed to close out the academic programs at SIPI in fiscal year 1982. Alternative uses for this facility are being considered, and the facility will be utilized in fiscal year 1983.

A decision has been made not to admit freshmen at Intermountain and Mt. Edgecumbe in fiscal year 1983. This decision is being transmitted to the appropriate Area Education Program Administrator, and the tribes should receive similar notification no later than March 1, 1982.

A thorough review will be completed of the remaining six boarding schools in fiscal year 1982 and there will be an opportunity for all tribes to respond to any proposed policy changes regarding boarding schools. This should be completed by May 1, 1982.

In fiscal year 1983, implementation plans for the closure of Mt. Edgecumbe and Intermountain will be completed and disseminated to proper officials as early in the school year as possible. November 1, 1982 is the anticipated deadline.

Analysis of the boarding school population is expected to be completed and proposals made for additional closures effective in fiscal year 1984 (the 1983–84 school year).

The following time frame is recommended for boarding school phase-out if all boarding schools are eventually to be closed:

Phase I: (To close at the end of the 1981–82 school year) Concho, Wahpeton.

Phase II: (To close at the end of the 1982–83 school year) Intermountain, Mt. Edgecumbe.

Phase III: (To close at the end of the 1983–84 school year) Sequoyah, Flandreau.

Phase IV: (To close at the end of the 1984–85 school year) Phoenix.

Phase V: (To remain open until such time that other alternatives are available to meet needs of children in ORBS) Chemawa, Riverside, Sherman.

This recommendation is based on many factors. However, a prime consideration is the condition of the facilities.

The placement of students must be the primary consideration in any closure process. The following analysis is an estimate:

	Public school	Contract/BIA day	Peripheral dorm	Other ORBS
Phase I:				
Wahpeton	143	116		
Concho	94		59	15
Phase II:				
Intermountain	251	160		168
Mount Edgecumbe	271			78
Phase III:				
Flandreau	260	75	10	31
Sequoyah	137		30	15
Phase IV: Phoenix	300	60		115
Phase V:				
Chemawa				
Riverside				
Sherman				

If these three remaining schools close, the assumption would be that the vast majority of the students would go to public schools. Some students would have BIA day or contract schools available in their home areas and would attend them.

The analysis assumes that all the children attending a particular off-reservation boarding school will go to another school and that the majority of the displaced students would attend public schools. However, a large number of students are social referrals and do not have parents and/or homes which would afford them the opportunity to attend day schools.

As an example of "social referrals," approximately 250 pupils up to 15 years old and from 13 different reservations attend Wahpeton Indian School. Eighty-five percent of these pupils were referred to this school for what the Bureau of Indian Affairs terms "social reasons." These include chronic truancy in other school systems, single parents unable to provide a minimally secure home environment, and delinquents attending in accordance with court orders. It is true that Bureau, and in some instances, public agency social workers, will need to work diligently to obtain and subsequently supervise alternative placements for those children who cannot return to their own families. It is also true that many children who can return home will need social services follow-up visits in order to facilitate child and family adjustment. Until a firm plan is made for each child in need of alternate placement, it is not possible for us to provide a related placement cost estimate. This is because the needs of and resources available to each child must be individually reviewed and a decision made as to a return home or a placement elsewhere.

Another very important consideration is the problems which have confronted Indian children in public schools. According to a 1978 survey of off-reservation boarding schools, at least 70 percent of the students enrolled in these schools have previously been enrolled in public schools. Tribal contract schools—as they increase in number and develop quality programs—will, in time, provide more viable alternatives and lessen the need for boarding schools.

It is our intention that in accordance with the Office of Indian Education Programs policies (25 CFR Part 31a), tribal consultation will be carried out as fully as possible. Because the decision to phase out off-reservation boarding school programs would impact most tribes, we plan to conduct field hearings in the most heavily impacted areas with any proposed changes to be provided in writing for tribal comment.

This concludes my prepared statement. I would be happy to answer any questions you may have.

U.S. Department of the Interior,
Bureau of Indian Affairs,
Washington, D.C., February 3, 1982.

Indian Education Code 504

MEMORANDUM

To: Director, Office of Indian Education Program, Anadarko Area Director; Anadarko Area Education Program Administrator, Muskogee Area Director.
From: Deputy Assistant Secretary—Indian Affairs (Operations).
Subject: Closure of Concho Boarding School.

The closure of Concho Boarding School is scheduled for completion by June 15, 1982. Accordingly, you are directed to take the following actions:

I. Concerning the student enrollment:

1. Parents of Indian students attending Concho will be notified by the Anadarko Area Education Program Administrator that the schood will close at the end of May 1982. Such notification shall be made to parents and guardians, in writing, no later than March 1, 1982 and shall include other educational alternatives available to students.

2. Students at Concho shall be given priority placement at other Bureau schools in accordance with the expressed preferences of parents and guardians.

3. The Anadarko Area Education Office shall develop by February 26, 1982 a student transfer plan. Such a plan is to include the stated preferences of students, parents and guardians, plans for the transfer of records to the target school, and provision for the necessary social services for those students and families requiring them.

4. The Anadarko Area Education Office will report to the Director, Office of Indian Education Programs on a bi-monthly basis (every two weeks), beginning March 15, 1982, on the placement of students. This report will show the number of students in the following placement categories:

a. other BIA schools,
b. public schools,
c. peripheral dorms,
d. contract or parochial schools,
e. "other,"
f. unaccounted for.

5. Social workers from the local BIA Social Services will work directly with families in making satisfactory plans for the students. This may include assistance in helping the family and the student make the necessary adjustment when the student is returned to the home or in the placement of the student in a foster home.

6. Students will be encouraged to enroll in schools in their home communities whenever possible in keeping with Bureau policy but assistance will be given to those who require another Bureau residential school or a dormitory placement.

7. The Anadarko Area Education Office will work closely with the target public schools in the area.

8. When indicated, consideration will be given to boarding schools outside the State of Oklahoma.

II. Concerning Personnel:

1. The Muskogee Area Personnel Office shall develop, by March 15, 1982, an action plan which will include the following:

a. A memo to the Office of Indian Education Programs requesting authority to conduct a total reduction-in-force for the Concho Indian School. This is to be sent by March 15, 1982.

b. A letter of notification of a reduction-in-force to be issued to all employees by March 30, 1982.

c. The Competitive Area for the RIF shall be the Concho Indian School.

d. A schedule of meetings with the Personnel Officer from Muskogee Area Placement Office and Union Officials.

e. Assistance to employees in finding new employment.

f. Counseling of employees concerning RIF procedures, both individually and in groups depending on the need. Action plan must include provisions, including the names of personnel who will conduct the sessions, for presentations on the following topics:

(1) Reduction-In-Force Procedures
(2) Displaced Employee Program
(3) Health Insurance
(4) Life Insurance
(5) Injury Compensation Benefits
(6) Leave
(7) Moving Expenses
(8) Pay: Compensatory Time, Annual Leave Lump Sum payment, etc.

(9) Reinstatement in the Federal Service
(10) Retirement—Optional, Disability, Early-Out, etc.
(11) Severance Pay
(12) Unemployment Compensation

2. The action plan shall call for the placement or separation of all employees by June 15, 1982.

3. The Union is to be kept informed on all actions. As soon as the authority for the RIF is received by the Area, the Union shall be notified and given time for comment.

4. The Concho School will make available to all employees all possible resources to aid in their efforts to seek new employment. These should include:

a. Typist to assist with preparation of SF–171's for other employment.
b. Reproduction equipment to make copies of applications for employees.
c. Access to telephone to call personnel staff in the Area Office relative to personnel matters.
d. Permission for visits to the Area Office relative to personal matters when such a visit is considered essential.

III. Concerning academic, recreation, dormitory, kitchen, farm and maintenance property, equipment and supplies:

1. At Concho, first priority shall be given to distribution on a need basis to the remaining schools administered by the Anadarko Area Education Office.

2. Second priority should be given to distribution to those schools administered by the Muskogee Area Education Office. Third priority shall be given to Bureau schools in other areas. All remaining property, equipment and supplies determined excess or surplus should be disposed of through established procedures to other Federal agencies, or the general public per 41 CFR Chapter 101, Subchapter H, and implementing Departmental and Bureau directives.

3. Property, equipment and supplies needed to maintain Concho until final disposition should be made per the above priorities.

IV. Concerning remaining student activities funds:

For Concho, these funds should be distributed to the Riverside Boarding School.

V. Concerning FY 1982 IMPL funds:

For Concho the funds may be used for maintenance and security until final distribution is made of real property and facilities.

VI. Concerning any existing livestock and crops:

These should be disposed of according to applicable procedures for public sale and the proceeds, if any, deposited into accounts from which originally acquired or into the U.S. Treasury's miscellaneous account, if originaly acquired with appropriated funds. The Muskogee Area Director will ensure that adequate and timely notice of public sales are provided to appropriate officials of the various tribes.

VIII. Concerning real property:

All real property at Concho shall be disposed of through the Andarko and Muskogee Area Directors in accordance with applicable Federal, Departmental, and Bureau property management regulations and directives.

VIII. Concerning implementing closure actions:

1. The Director of Indian Education Programs and the Anadarko Area Education Program Administrator are responsible for the programmatic aspects of closure including the transfer of students and the equitable distribution of student activity funds.

2. The Anadarko and Muskogee Area Directors and the Director of Indian Education Programs will appoint one official to coordinate all activities associated with the school closure and related property and other resource dispositions. One official at the Washington Office location of the Office of Indian Education Programs and one from the Bureau of Indian Affairs is also designated to provide Central Office coordination. A listing of the designees appears at the end of this memo.

3. By May 15, 1982, a detailed Facility Management Plan must be submitted to the OIEP. This must include (as a minimum):

a. a determination of who will receive the property after closure and how long the government needs to maintain the property before it is released to the new owner.
b. provision for maintenance of grounds after school is closed.
c. provision for winterizing the buildings (if the government maintains control of the property into the fall and winter months).

d. provision for boarding up windows to prevent vandalism.

e. provision for night watchmen to prevent vandalism and fire.

f. provision of maintenance foreman and maintenance man position until the property is relinquished.

g. provision for keeping all equipment used for facility management until the final disposition of the property.

CONTACT POINTS FOR THE CLOSURE OF CONCHO

Education

Responsible Persons:

I. *Director's Office.*—S. Gabe Paxton, Jr., Acting Director, OIEP.

II. *Anadarko Area Education Office.*—Dan Sahmaunt, Anadarko Area Education Program Administrator.

Bureau of Indian Affairs

I. *Assistant Secretary—Indian Affairs (Operations).*—Charles Carter, Chief, Property Management.

II. *Anadarko Area Office.*—Area Property and Supply Officer.

III. *Muskogee Area Office.*—Area Property and Supply Officer, Area Personnel Officer.

U.S. DEPARTMENT OF THE INTERIOR,
BUREAU OF INDIAN AFFAIRS,
Washington, D.C., February 3, 1982.

Indian Education Code 504

MEMORANDUM

To: Director, Office of Indian Education Programs, Aberdeen Area Director; Aberdeen Area Education Program Administrator.
From: Deputy Assistant Secretary—Indian Affairs (Operations).
Subject: Closure of Wahpeton Boarding School.

The closure of Wahpeton Boarding School is scheduled for completion by June 15, 1982. Accordingly, you are directed to take the following actions:

I. Concerning the student enrollment:

1. Parents of Indian students attending Wahpeton will be notified by the Aberdeen Area Education Program Administrator that the school will close at the end of May 1982. Such notification shall be made to parents and guardians, in writing, no later than March 1, 1982 and shall include other educational alternatives available to students.

2. Students at Wahpeton shall be given priority placement at other Bureau schools in accordance with the expressed preferences of parents and guardians.

3. The Aberdeen Area Education Office shall develop by February 26, 1982 a student transfer plan. Such a plan is to include the stated preferences of students, parents and guardians, plans for the transfer of records to the target school and provision for the necessary social services for those students and families requiring them.

4. The Aberdeen Area Education Office will report to the Director, Office of Indian Education Programs on a bimonthly basis (every two weeks), beginning March 15, 1982, on the placement of students. This report will show the number of students in the following placement categories:

a. other BIA schools,
b. public schools,
c. peripheral dorms,
d. contract or parochial schools,
e. "other,"
f. unaccounted for.

5. Social workers from the local BIA Social Services will work directly with families in making satisfactory plans for the students. This may include assistance in helping the family and the student make the necessary adjustment when the student is returned to the home or in the placement of the student in a foster home.

6. Students will be encouraged to enroll in schools in their home communities whenever possible in keeping with Bureau policy but assistance will be given to those who require another Bureau residential school or a dormitory placement.

7. The Aberdeen Area Education Office will work closely with the target public schools in the area.

8. When indicated, consideration will be given to boarding schools outside the State of North Dakota.

II. Concerning Personnel:

1. The Aberdeen Area Personnel Office shall develop, by March 15, 1982, an action plan which will include the following:

   a. A memo to the Office of Indian Education Programs requesting authority to conduct a total reduction-in-force for the Wahpeton Indian School. This is to be sent by March 15, 1982.

   b. A letter of notification of a reduction-in-force to be issued to all employees by March 30, 1982.

   c. The Competitive Area for the RIF shall be the Wahpeton Indian School.

   d. A schedule of meetings with the Personnel Officer from Aberdeen Area Placement Office and Union Officials.

   e. Assistance to employees in finding new employment.

   f. Counseling of employees concerning RIF procedures, both individually and in groups depending on the need. Action plan must include provisions, including the names of personnel who will conduct the sessions, for presentations on the following topics:

      (1) Reduction-In-Force Procedures
      (2) Displaced Employee Program
      (3) Health Insurance
      (4) Life Insurance
      (5) Injury Compensation Benefits
      (6) Leave
      (7) Moving Expenses
      (8) Pay: Compensatory Time, Annual Leave Lump Sum payment, etc.
      (9) Reinstatement in the Federal Service
      (10) Retirement—Optional, Disability, Early-Out, etc.
      (11) Severance Pay
      (12) Unemployment Compensation

2. The action plan shall call for the placement or separation of all employees by June 15, 1982.

3. The Union is to be kept informed on all actions. As soon as the authority for the RIF is received by the Area, the Union shall be notified and given time for comment.

4. Wahpeton Indian School will make available to all employees all possible resources to aid in their efforts to seek new employment. These should include:

   a. Typist to assist with preparation of SF–171's for other employment.

   b. Reproduction equipment to make copies of applications for employees.

   c. Access to telephone to call personnel staff in the Area Office relative to personnel matters.

   d. Permission for visits to the Area Office relative to personnel matters when such a visit is considered essential.

III. Concerning academic, recreation, dormitory, kitchen, farm and maintenance property, equipment and supplies:

1. At Wahpeton, first priority shall be given to distribution on a need basis to the remaining schools administered by the Aberdeen Area Education Office.

2. Second priority shall be given to Bureau schools in other areas. All remaining property, equipment and supplies determined excess or surplus should be disposed of through established procedures to other Federal agencies, or the general public per 41 CFR Chapter 101, Subchapter H, and implementing Departmental and Bureau directives.

3. Property, equipment and supplies needed to maintain Wahpeton until final disposition of the real property should be retained and final disposition should be made per the above priorities.

IV. Concerning remaining student activity funds:

For Wahpeton, these funds should be distributed proportionally to all schools administered by the Aberdeen Area Education Office and the Aberdeen Agency Education Offices based on the student counts in the spring of 1982.

V. Concerning FY 1982 IMPL funds:

For Wahpeton the funds may be used for maintenance and security until final distribution is made of real property and facilities.

VI. Concerning any existing livestock and crops:

These should be disposed of according to applicable procedures for public sale and the proceeds, if any, deposited into accounts from which originally acquired or into the U.S. Treasury's miscellaneous account, if originally acquired with appropriated funds. The Aberdeen Area Director will ensure that adequate and timely notice of public sales are provided to appropriate officials of the various tribes.

VII. Concerning real property:

All real property at Wahpeton shall be disposed of through the Aberdeen Area Director in accordance with applicable Federal, Departmental, and Bureau property management regulations and directives.

VIII. Concerning implementing closure actions:

1. The Director of Indian Education Programs and the Aberdeen Area Education Program Administrator are responsible for the programmatic aspects of closure including the transfer of students and the equitable distribution of student activity funds.

2. The Aberdeen Area Director and the Director of Indian Education Programs will appoint one official to coordinate all activities associated with the school closure and related property and other resource dispositions. One official at the Washington Office location of the Office of Indian Education Programs and one from the Bureau of Indian Affairs is also designated to provide Central Office coordination. A listing of the designees appears at the end of this memo.

3. By May 15, 1982, a detailed Facility Management Plan must be submitted to the OIEP. This must include: (as a minimum):

a. a determination of who will receive the property after closure and how long the government needs to maintain the property before it is released to the new owner.

b. provision for maintenance of grounds after school is closed.

c. provision for winterizing the buildings (if the government maintains control of the property into the fall and winter months.)

d. provision for boarding up windows to prevent vandalism.

e. provision for night watchmen to prevent vandalism and fire.

f. provision of maintenance foreman and maintenance man position until the property is relinquished.

g. provision for keeping all equipment used for facility management until the final disposition of the property.

CONTACT POINTS FOR THE CLOSURE OF WAHPETON

Education:

Responsible Persons:

I. *Director's Office.*—S. Gabe Paxton, Jr., Acting Director, OIEP.

II. *Aberdeen Area Office.*—Harry Eagle Bull, Aberdeen Area Education Program Administrator.

Bureau of Indian Affairs

I. *Assistant Secretary—Indian Affairs* (*Operations*).—Charles Carter, Chief, Property Management.

II. *Aberdeen Area Office.*—Area Property and Suppiy officer, Area Pesonnel Officer.

Senator ANDREWS. We appreciate your testimony. We appreciate your coming here.

I have a prepared statement from Senator Boren, who would have liked to have been here, but had a conflict, and that will be inserted in the record.

[The statement follows:]

PREPARED STATEMENT OF SENATOR DAVID L. BOREN

Mr. Chairman: I appreciate this opportunity to present my views to the Senate Select Committee on Indian Affairs regarding the announced intentions of the Bureau of Indian Affairs to close Concho Indian School in Oklahoma.

For some time I have been concerned with the manner in which the BIA is closing our Indian boarding schools in Oklahoma. While I feel there is much that can be done to improve the operations of all the boarding schools in the Bureau's system, I am not convinced the Bureau itself knows what it plans to do with the children who are displaced by these closings.

To that end, I would like to express my own hope that the Congress will explore alternatives to actually closing facilities like Concho. I personally feel we should consider the possibility of converting schools like Concho into residential dormitories with the children being permitted to attend public schools in the local community. This model has worked well at several locations in Oklahoma, and I believe it may be a very practical alternative to the more radical step of closing the Concho facility completely.

I want to assure this committee of my willingness to work with you in considering alternatives in this matter. I know you share with me a desire to make certain that Indian children are given the opportunity to receive a quality education.

Senator **ANDREWS.** I would like to now, Mr. Secretary, recognize my colleague, Congressman Dorgan, who has, as I understand, a statement for the committee.

Congressman Dorgan, good to have you here.

Mr. **DORGAN.** Thank you, Senator.

Senator **ANDREWS.** I apologize for the delay but I am sure you enjoyed listening to the testimony as much as we did.

Mr. **DORGAN.** This seat is warm.

Senator **ANDREWS.** We run a rough and a tough place.

Somebody asked me what is the difference between the Senate and the House, and I said, "Well, the same zoo, different cage."

OK, go ahead.

STATEMENT OF HON. BYRON DORGAN, A U.S. REPRESENTATIVE FROM THE STATE OF NORTH DAKOTA

Mr. **DORGAN.** Well, Senator, thank you very much for allowing me to present some testimony.

Let me commend you personally, and also this panel for holding these hearings. I think that to allow a decision like the one that has been made by the BIA to close the Wahpeton School, to go forth without this kind of an inquiry would be a serious mistake. I really appreciate your willingness, and also the willingness of the panel, to hold a public discussion.

And I was getting some very uneasy feelings standing in the back of this room listening to the testimony. I think when you make a decision, and the decision is clear, and you have the facts and statistics to support it, you can support it with confidence.

It is clear to me, based on the testimony that I heard this morning, that, No. 1, the Bureau of Indian Affairs has made a wrong decision with respect to the closing. And, No. 2, they cannot support it. I think they are uncomfortable.

I would like to tell you that my concern is not that the school is in Wahpeton. I would feel the same way about this issue if the school was in Watertown, S. Dak. My concern is that we have some young Indian children who are going to fall through a safety net here, and I think that you pinpointed in your questioning of the BIA officials precisely what the problem is. The problem is that fourth and fifth grade young Indian boys and girls, who are now going to a boarding school, will not have a boarding school to go to when the school in Wahpeton is closed.

I have gathered some information, and I would like to, very briefly, highlight it.

The question of cost. If you are going to close some schools, it seems to me, you ought to close schools that are probably the least efficient schools, and try and use your budget in the most efficient way that you can.

The numbers that I have put together show that the Wahpeton School is the most cost-efficient school in the entire BIA system. Now, I asked the BIA for some cost figures and they do not seem to have a calculator down there to make the divisions, but I did get some aggregate cost figures and just divided that by the average daily admissions and came up with a cost per student. The cost per student shows that the Wahpeton School is the most cost-efficient in the entire system.

It shows that per student costs at Wahpeton were $5,051 based on the amount of money the BIA sent to me that it cost to run that school, and the cost, for example, for Mount Edgecumbe, Alaska is $7,625; and $6,052 for Intermountain, Utah. But the point is if you rank all the schools, the most cost-efficient school, based on the budget figures submitted by the BIA, divided by the number of students in that school, is Wahpeton, N. Dak.

Incidentally, the third most cost-efficient school is the one in Oklahoma that is also proposed for closing. So, I don't think the decision was made on cost-efficiency, or on budget considerations.

The question of education quality. We talked to an official in the Aberdeen District in the BIA education program, and he told us that, in his opinion, Wahpeton is one of the best schools for quality education in the entire BIA system.

We talked to an official in the BIA's title I office in Washington, who said: "The Wahpeton staff and teachers have perhaps one of the finest reputations in all the Indian schools."

A study of achievement levels in the Aberdeen District showed that of 39 schools, Wahpeton had the third best record. It had the third highest percentage of students achieving above the national average.

From 1976 to 1980, Wahpeton attained one of the regions' best records in reducing the percentage of students going below the national average. So, certainly the decision to close Wahpeton was not based on educational quality.

If it had been based on cost, Wahpeton would not have been closed. If it would have been based on the question of educational quality, Wahpeton would not be targeted for closing.

Now, facilities. I think that the chairman has indicated, through his questioning, that the facilities at Wahpeton are excellent.

I visited the Wahpeton facilities. The facilities have been built between 1960 and 1972. They are good facilities. Every member of the congressional delegation from our State has visited those facilities. The head of BIA has not, but if the BIA suggests that that school needs tremendous investment in new facilities, he is just wrong. The facilities are in good shape.

Enrollment. The BIA claims there is declining enrollment. A hiring freeze, in fact, has prevented the school from hiring staff, and the lack of being able to hire staff has prevented enrollment from going up. In fact, there is a waiting list of students that would be accepted in Wahpeton if they were allowed to hire the needed teachers.

So, I think that the issue raised by the BIA here represents nonsense.

From a quality standpoint, Wahpeton is an excellent school. It ranks near the top. From a cost-efficiency standpoint, Wahpeton is an excellent school. It is the most cost-efficient in the entire system.

From a facility standpoint, Wahpeton is an excellent school. It has good facilities.

The fact is somebody made a judgment that is wrong, and they cannot support it, and they are damn nervous about it.

I think to close that Wahpeton School is just an outrage. Again, I am not talking about the aggregate budget numbers. I agree that we have to cut back on some budget items in this Government. but let's make cuts that are smart. Let's cut out that which isn't working. Let's cut out that which is wasting, but let's keep that which is working. I think the Wahpeton School is an example of an Indian school that works and works well.

That school in Wahpeton was founded in 1908. That is a long time ago, and it has been operating for years and years and years without interruption because we understand we have an obligation to provide residential educational facilities. I think to come along now, in the year 1982, and say we are going to close a couple of them, and not have justification, and not have the kind of background necessary to support the closing, is really a disservice to the native Americans. It under cuts our responsibility to provide a good quality education program, which includes Indian boarding schools, such as the one we find at Wahpeton.

And, again, Senator, I want to commend the panel. I hope that you and I and the other members of this panel, and other people who care about this school, and other Indian boarding schools can fight every inch of the way to persuade the BIA to change its mind on a decision that, in my opinion, was fundamentally wrong from the start.

Thank you, Mr. Chairman.

Senator **Andrews**. Thank you very much, Congressman.

Your prepared statement will be made a part of the record at this point.

[The statement follows:]

Prepared Statement of Congressman Byron L. Dorgan of North Dakota

Mr. Chairman, thank you for this opportunity to speak to this important committee about the Wahpeton Indian School in my home state of North Dakota.

The Wahpeton School, as you know, is on the Bureau of Indian Affairs' list for closing in the next school year.

I have personally visited the Wahpeton School. I left with a feeling of pride and accomplishment—a feeling that the taxpayers' money is being well-spent and a feeling that the students will become productive and happy members of society.

I therefore think it is a shame to close a school that is benefitting North Dakota and the nation—a school that only spends an amount equal to three minutes of Defense Department expenditures every year—a school that has the lowest cost-per-pupil ratio in the entire BIA system.

Please allow me to expand on Wahpeton. As I said, it is the most cost-efficient school in the system. A BIA analysis of costs shows that Wahpeton has been the cheapest school to operate for the last two years. Per student costs at Wahpeton are $5,051 in 1982. Costs at other schools ranged up to $7,625 for Mt. Edgecumbe, Alaska, and to $6,052 for Intermountain, Utah. The Wahpeton Indian School was $300 a student cheaper than the next least expensive school in Phoenix, Arizona.

The Wahpeton School is educationally top-notch. The head of the Aberdeen District of the BIA's education programs says the Wahpeton School is one of the best quality education schools in the entire BIA system. Even the BIA's Title I office here in Washington says Wahpeton's staff and teachers have perhaps the finest reputation of all the Indian schools.

A study of achievement levels in the Aberdeen District showed that of 39 schools, Wahpeton has the third best record. The Wahpeton School had the third highest percentage of students scoring above the national average in 1980. And from 1976 to 1980, the Wahpeton School achieved one of the region's best records in reducing the percentage of students scoring below the national average.

The entire community in the Wahpeton area, in the southeast corner of North Dakota, is behind the school. Most of the region's tribes have issued formal recommendations of support. Some of these tribes include the Standing Rock Sioux, the Turtle Mountain Chippewas, the Red Lake Band of Chippewas in Minnesota, the Omaha Nebraska Tribe, the Stockbridge-Munsee Community of Mohicans in Wisconsin, the Winnebago Tribe of Nebraska and the Great Sioux Nation.

Now, we hear that the BIA wants to close the Wahpeton School because it claims facilities are among the worst. There is no justification for this claim. During my visit to the school I found the school and dorm facilities, built from 1964 to 1972, to be in excellent condition.

The Wahpeton School has been criticized for its location. However, other Indian schools like Flandreau, South Dakota, are not on reservations. Wahpeton is the only boarding school in North Dakota and Minnesota, two states with large Indian populations.

The school is providing a valuable service to students who are having serious difficulties in their home environments and there would simply be no other place for them to go.

In fact, there is a waiting list of about 25 to 30 students that the Wahpeton School would accept if a hiring freeze were lifted on adding additional staff.

In short, the Wahpeton School is an impressive success. To close it down defies all logic.

Thank you for your time. I appreciate the opportunity to present my views to this distinguished panel today.

Senator ANDREWS. We have Gov. Allen Olson from the State here.

Governor, we would be glad to hear your statement. Let me explain one of the problems I have. There is a vote going on over in the Senate, and if you could hold off for about 5 minutes for a 5-minute recess?

Governor OLSON. It would be wonderful. I want to make my presentation to you, Senator.

Senator ANDREWS. Great. Well, why don't we hold off for a 5-minute recess. I will go do my thing.

The committee is in recess for 5 minutes.

[Short recess.]

Senator ANDREWS. The committee is reconvened.

The committee is fortunate to have before it the Governor of the State of North Dakota, a competent gentlemen and a very long-time friend of mine, Gov. Allen Olson. From his experience as attorney general for the State, I am sure he brings a good deal of insight of the legal ramifications of these closures.

In his concern for the people of North Dakota, I think he is going to have a good deal to add.

Governor Olson, it is a privilege to have you here. Welcome to the committee, and we will be glad to hear your testimony.

STATEMENT OF HON. ALLEN OLSON, GOVERNOR OF THE STATE OF NORTH DAKOTA

Governor OLSON. Senator, I think you know what a pleasure it is for me to appear before you, as a U.S. Senator, one of the most distinguished citizens, and it is my pleasure, especially this morning, to be here to support the school at Wahpeton.

I am not going to recite or reiterate the statistics, the facts that no doubt are available to the committee. I am going to speak a little more philosophically and from a firsthand personal experience that I had about a month or so ago in a personal visit to the school at Wahpeton, N. Dak., and because of my background in politics and as a trial lawyer, I place a great deal of stock in visiting with the people affected by any action, and seeing for myself the ramifications of actions contemplated in the public arena.

So, I had that opportunity, Senator, and it was very revealing. I had no doubt upon having had that opportunity to speak with the faculty and staff, and the strong supporters in the Wahpeton community for the school there having had an opportunity to tour facilities to see for myself that those facilities are well kept, which is a clear indication of the respect of the staff, and also the students at the Indian school at Wahpeton, N. Dak.

So, I have a brief prepared statement that I would just as soon give to you and respond to any questions you may have.

Senator ANDREWS. Governor, it will appear in full in the record and you can summarize or add to it, whatever you wish.

[The statement follows:]

PREPARED STATEMENT OF GOVERNOR ALLEN OLSON OF NORTH DAKOTA

Mr. Chairman, I am pleased that you are holding this oversight hearing on the proposed closing of the Wahpeton Indian School. I appreciate this opportunity to make my views known.

This school has an enviable record of educating many Native American youngsters who would never otherwise have a proper educational environment. It certainly should not be abruptly closed unless the Bureau of Indian Affairs has made adequate plans for what will happen to those children. From what I know of the situation, there are no such plans.

Mr. Chairman, I believe in the general philosophical target of the Reagan Administration's reduction of Federal spending. But surely more thought and more planning should be done before this facility can be closed without plans for the future of the students.

It is my understanding that spokesmen from the BIA have not identified how they plan to take care of these youngsters. They deserve the opportunity of this hearing to make their plans known. I hope this Committee will be aware of my awareness of the acute needs of these 200-plus young Indians. I want to know how the BIA intends to take care of the problem.

Mr. Chairman, my administration will work with you in determining where we go from here, in the event the shutdown of the school is irreversible. This matter is in good hands, and I will follow the judgment of this Committee.

Thank you.

Governor OLSON. I think this is a proper way. As a chief executive, I understand, and especially under the present circumstances in our State and in this country, the need to cut back on public expenditures to the extent that we can, and where appropriate, but in the deliberative process that we have devised in this country, it is also appropriate for the legislative bodies to respond and react. I think here, you have the opportunity to see the consequences that would occur if this school were closed, and that is that it does respond to a particular problem. It crosses State lines in receiving Indian children from all across the Midwest, and, in fact, from across the country. I had the personal experience of meeting some of the students from Washington, South Dakota, Minnesota, Montana, and North Dakota. They reflect a problem, that in one way or another would be responded to either by the States or the local communities, and that would entail a public cost.

So, in effect, by closing a school, one that has proven itself to be able to respond to this problem in a most efficient way, we would not be doing away with the problem. That general problem would still exist, and it would be responded to, and it would absorb public funds, and I would most strongly say, Senator, that I believe that this school should remain open, not just because it is located in my State, but because it really does do a marvelous job of responding to a real need. I think that is the final test.

Senator ANDREWS. Thank you, Governor, for an excellent statement.

Governor, as the chief executive of North Dakota, let me ask you a few questions. You know the Wahpeton area as well as I do. Are these buildings—is this physical plant well maintained and up-to-date, or is it in a crumbling situation that you might have inferred from the testimony that they have to spend all kinds of money to update it?

Governor OLSON. It could certainly be more up-to-date, an accurate response, but it is well maintained and there is a very direct pride, and not just in the people directly associated with the school itself, Senator, but with the community. There is support and assistance. There are relatively new facilities, but there are also old facilities, but which we know must be maintained.

We have in many of our outstanding colleges and universities buildings that are 50 years old, but they are well maintained, and they are serviceable, and they are part of the institutional programs that are maintained there. So, my reaction to any question about the facilities themselves at the Indian school at Wahpeton would be that they appeared to me to be well maintained and serviceable and clearly able to take care of programs that are carried out there.

Senator ANDREWS. In fact, we ascertained earlier in the hearing before you were able to be here, Governor, that the buildings that are used for the educational and dormitory purposes of the children have all been built since 1960. The older building is the one where the superintendent and some of the BIA employees work, and that is not the first priority of concern for this group. The superintendent and the other officials are adequately taken care of. But it is a modern facility, and it does compare, would you say, favorably with the public school facilities on average across the State of North Dakota?

Governor OLSON. Yes, it compares favorably with an average. I think you and I perhaps understand that as well as anyone having traveled the State frequently, and being in many of our schools and institutions in the State that, yes, it compares very favorably.

Senator **Andrews**. Governor, one final observation; you, as chief executive of the State, what is your observation of the acceptance of this school and its interrelationship with the community, and the area around there? Is this known as a good institution or is it, as you might say, a problem institution?

Governor **Olson**. Based on my experience as the attorney general of North Dakota for 8 years immediately prior to being elected governor, and 1 year as governor of the State of North Dakota and having discussed generally the issues in the Wahpeton area, the surrounding area, I can say that the school is a positive citizen in the Wahpeton community. In fact, I had an opportunity, part of the delegation which helped me—if I may put it that way—visit the school was the chief of police. I was curious about the relationship of the students to the community, and I have no doubt, Senator, that had there been a problem, the chief would have taken that opportunity to tell the Governor, and someone he had known as attorney general in an official, as well as a personal relationship, of any problems. He said, "no." They are, again, an average citizen in the community. They are not an extraordinary side of that average that one would expect of a school of that nature.

So, it is—and the other leaders in the community indicated the same thing.

Senator **Andrews**. Well, I appreciate your saying that, Governor, as chief executive. Of course, as you know, Wahpeton is only 50 miles from our home, and that is exactly the same impression I have gotten of the school and the way it is handled, and of the children and their deportment over the years, and I appreciate your pointing that out to the committee.

Thanks for your appearance, and it is good to have you here.

Governor **Olson**. Thank you for the opportunity.

Senator **Andrews**. Our next witness will be Mr. James Peirce who is president of the National Federation of Federal Employees here in Washington, D.C.

Mr. Peirce.

Welcome to the committee, and we appreciate your coming.

STATEMENT OF JAMES M. PEIRCE, PRESIDENT, NATIONAL FEDERATION OF FEDERAL EMPLOYEES, WASHINGTON, D.C., ACCOMPANIED BY: CHARLES BERNHARDT, BIA SPECIALIST; AND PATRICIA THOMAS, LEGISLATIVE STAFF

Mr. **Peirce**. Thank you, Senator, we appreciate you having us. For the sake of time, and, as I understand, you have our statement and have had it since yesterday afternoon, I would like to just have it submitted for the record.

Senator **Andrews**. It will appear in the record in full, Mr. Peirce.

Mr. **Peirce**. I would like to make just a brief statement quoting one part of our testimony. I will also ad lib a little bit.

I might say on my left, I have Charles Bernhardt, who is our BIA specialist, and on my right is Patricia Thomas, of our legislative staff.

In order to understand the losses which would be felt by the closure of the three BIA schools, the committee should be aware of the invaluable functions they perform. The off-reservation boarding schools, ORBS, were created to address specific needs. They accept students who cannot adjust to public schools, or to the reservation.

Students come from broken homes or poor environments, and often have drug or alcohol problems. The staff at the Indian boarding schools are especially geared to instill in these Indian children the stability and personal strength to return to their home community or to other school systems. There can be little doubt that off-reservation residential schools are more effective than public schools in educating the types of students whom they enroll. Special programs which provide quality education are developed to respond to special needs.

Programs are offered to help educationally and emotionally handicapped children, including alcohol and drug abusers. The program serves these purposes by providing dedicated staff who care when no one else cared, and offered their help when no one else offered.

The schools have provided a sanctuary in which the special cultural needs of the students can be met.

Now, the reason I address this part of the statement is that I was appalled to hear some of the earlier statements, especially with regard to the social programs area. I find that we evidently have a problem defining social problems today, and this hasn't been the first time I have run into this with this administration.

Obviously, the administration has not defined "social problems." They have no feel for people, or they just do not care, one way or the other.

It has been rather apparent to us that as we look at many of the budget cuts—not just here—we see the safety net disappearing, especially in the social program areas.

It frightened me about a week ago when I was in the Dallas/Fort Worth, Tex., area to find in a psychiatric hospital, one that specializes in this area. that 80 percent of the patients in that hospital were under 30 years old, and that there was a substantial number of teenagers.

Now, I think that this should indicate that we have problems, social problems, and that some of these, I believe—having been an educator and worked in the educational field for a while—lead to educational problems. I am saying this because I believe that maybe in some cases we have found an answer in some of the BIA schools.

Again, we hear various reasons for the school closings. On the one hand, we have heard it is because of costs. Now, I heard this morning that it is the new BIA educational philosophy, which I find hard to believe. I think some of it goes back to the ORBS study conducted in 1980, which really started this fiasco. At that time, we tried, and tried, and tried, even with Congress, to get real facts, cost facts, and so forth relative to this whole move to close out a number of the BIA schools.

I am afraid then, it was an utter failure as far as really getting anything that would substantiate the closing of the schools.

Then, I heard the Assistant Secretary state that, we have to write-off some of these schools. I would like to know why we have to write some of them off if they are doing a good job. If, in fact, the BIA is trying to save money, I think it must be along the lines that we hear advanced by OMB that we write things off simply because we have got to drop a dollar. I think that is being penny-wise and pound foolish. It is the wrong approach, in other words.

For a long time we have know that the BIA wants to do a lot of budget cutting. They have been making a lot of decisions with no real impact studies. The 1980 ORBS study, we found out, used one individual primarily to compile the study, and, in fact, the individual wrote off schools without having visited the school for more than 6 to 8 hours, and without talking to anyone.

I would like to toss out one more thing. I think there is no way that we would compare student cost in the BIA area with student cost in the public sector area. We are dealing with a special case, and I think it would be like comparing apples and oranges. To compare and to close schools would be penny-wise and pound foolish.

We have found over the last 2 or 3 years, that cost cuts have, in fact, not been based on fact.

With that, Mr. Chairman, I will submit to any questions you may have.

Senator ANDREWS. I appreciate very much your testimony, Mr. Peirce.

You have a broad range of experience in the public employee field, and your people, of course, have been working in these type of Federal schools all over our country. Would you say, in your estimation, that if these children are sent back and put in other Indian schools or schools that have to be heavily compensated through impact funds that the cost to the Government for their education willl be virtually the same as it is now in the boarding school atmosphere they are in?

Mr. PEIRCE. No; I do not think there would be any comparison, Senator. I think the costs would be greatly escalated compared to current costs. I believe it was during the last session of the last Congress that we testified on the closing of the BIA school in Lawton, Okla. We cited facts there to the extent that we were actually preventing students who had problems from winding up in penal institutions, and cited facts to the extent that the costs of these students sent to penal institutions, in essence, were compared to what it would cost for one to run the entire school.

Senator ANDREWS. Well, you have answered the second part of the question I was going to ask. The first phase was in the immediate future if they were sent back, wouldn't their schooling cost essentially the same as it cost now in the boarding school atmosphere, and I had assumed that you would say, "yes, almost close to it."

Mr. PEIRCE. Yes.

Senator ANDREWS. Then, the second question I was going to ask was that in the outreach part of their life, would not the cost be far, far higher because of a lack of training, because of falling back into the unwholesome environment from which they came, and not only would not that be a severe cost in dollars to the Federal Government, but would not that be a tragic cost in human misery to the individuals that we are talking about who, after all, are the reason for these schools?

Mr. PEIRCE. There is no doubt in my mind, Senator, that what you say is true, and I think we only have to look at some of the facts today. We have a special case, as I have said before, with our Native Americans. I think it is a well-known fact today that the suicide rate is the highest in teenagers in some of the school areas. Psychiatric needs are many, many times greater than what they have been in the past, and only now are people waking up to recognize that we have a problem.

I think, as I said before, that we are being successful in a lot of the BIA schools.

Senator **Andrews**. Thank you very much. We appreciate so much your statement. We appreciate your patience in waiting, but I think you were intrigued, as I was, by the fantastic lack of information on which this decision was based, as developed in the hearing.

Mr. **Peirce**. It is unconscionable. I might say that we have a meeting on the reorganization of BIA tomorrow afternoon at 3 o'clock, I am also appalled at being unable to get facts on the reason for the reorganization. And, again, we just finished a reorganization and it seems that before we get this one, we will probably have another one. I do not think that is cost-effective.

Senator **Andrews**. Thank you. Thank you very much.

Your prepared statement will appear in the record at this point.

[The statement follows:]

PREPARED STATEMENT OF JAMES M. PEIRCE, PRESIDENT, NATIONAL FEDERATION OF FEDERAL EMPLOYEES

Mr. Chairman and Members of the Committee, I appreciate this opportunity to appear before you to discuss the proposed closure of a number of outstanding educational facilities operated by the Department of Interior's Bureau of Indian Affairs. Two off-reservation boarding schools, Wahpeton in North Dakota and Concho in Oklahoma, and a vocational institute, Southwestern Indian Polytechnic Institute (SIPI) in New Mexico, have provided a myriad of opportunities to Indian children and young adults that are recognized nationwide. However, the BIA has proposed an ill-conceived plan to close these schools at the end of the 1982 school year. On behalf of the staff of the three schools we represent and out of concern for the students they serve, the National Federation of Federal Employees seeks the Committee's support in preserving these schools.

The role of the Federal Government in education should focus on the promotion of equal education opportunity for all Americans: With respect to Native Americans, this goal should be accompanied by a commitment to advance self-determination for Indian communities in the education process. The concept, which has been advocated by recent administrations, is indeed a noble one. However, it is too often unfulfilled. Through The Johnson O'Malley Act, The Snyder Act, The Indian Self-Determination Act and The Educational Assistance Act, Congress has mandated its support for quality Indian education. The intent must be substantiated through the appropriation of adequate funds to provide the education. Realizing this, the current Administration is attempting to effectively destroy the intent and mandate of Congress by starving the Indian education programs to death through inadequate funding and by failing to consult with the tribes.

It is important to note the drastically reduced funding levels proposed by the Administration in viewing the closure of Wahpeton, Concho and SIPI. The BIA budget justification assumes that displaced students will be sent to "other" educational facilities—mostly public. However, the budget does not indicate where additional money will come from to help over eight hundred students find new educational opportunities.

The Indian Education Assistance account, which will be transferred from the Department of Education upon its dismantlement, represents a drastic reduction from last year's account; $77,852,000 in fiscal year 1982 compared to $51,119,000 in fiscal year 1983. The irony is blatant in light of the fact that additional fiscal year 1983 funds should be available to the Indian students displaced by school closures. Additionally, the Johnson O'Malley account, which provides funding for eligible Indian students in public schools, will receive the same level of funding as in fiscal year 1982, which is a reduction of $2,320,000 from the fiscal year 1981 level. The Tribally Controlled Community Colleges will have their Title I (Public Law 95–471) funds reduced by $647,200 this fiscal year. Finally, Impact Aid which has also provided funding for Indian Education, will be reduced almost 50 percent from the fiscal year 1982 appropriations of $443,624,000 to $287,760,000 in fiscal year 1983.

Many of the children who attend Wahpeton and Concho will be forced to attend public schools, yet there are no additional Federal funds to provide for the transfer. The same situation is true of the young Indian adults who attend SIPI: They will be forced to attend Tribally Controlled Community Colleges where funds have also been cut.

The students, the tribes and the communities served are not the only ones who will suffer from the closure of the BIA schools. A terrible blow will be dealt to the staff who have dedicated many years to the care and education of Indian children. The majority of staff members are career employees who have actively sought to improve the lives of their students for many years. These BIA personnel provide a quality of understanding, care and education that would be very difficult to duplicate in any public school or college. Additionally, many of the staff are Indians who can give the students the cultural cohesiveness that the state school systems cannot offer. Quality is the key word in education and only quality educators can provide it. Wahpeton, Concho and SIPI have such educators, in every sense of the word.

Unfortunately, as a result of the rumors concerning school closures and the hiring freeze on teaching personnel, morale at the BIA schools has been extremely low with both staff and students uncertain about their futures. The impact on the school personnel has been especially bad because their concerns extend not only to the future of the students, but to the future of their own families. If the schools are closed, most employees will not be offered transfers because there are not enough positions available at other BIA facilities. And to those employees who are offered transfers, many simply will not be able to relocate. Hence, school personnel will be penalized for the years of service that have been so beneficial to the thousands of Indian students who have attended these BIA schools.

In order to understand the losses which would be felt by the closure of the three BIA schools, the committee should be aware of the invaluable functions they perform.

The off-reservation boarding schools (ORBS) were created to address specific needs. They accept students who cannot adjust to public schools or the reservation. Students come from broken homes or poor environments and often have drug or alcohol problems. The staff at the Indian boarding schools are specifically geared to instill in these Indian children the stability and personal strength to return to their home community or to other school systems. There can be little doubt that off-reservation residential schools are more effective than public schools in educating the types of students whom they enroll. Special programs which provided quality education are developed to respond to special needs. Programs are offered to help educationally and emotionally handicapped children including alcohol/drug abusers. The programs serve their purpose by providing dedicated staff who care, when no-one else cared, offered their help when no one else offered. The schools have provided a sanctuary in which the special cultural needs of the students can be met. Among the off-reservation residential schools, the Wahpeton Indian School has excelled in these objectives. The fact has been recognized not only by the Indian community, but also by the North Dakota Congressional Delegation, the Wahpeton Chamber of Commerce, the Community Development Corporation (360 shareholders from Wahpeton dedicated to encouraging the development of community enterprise) and the Wahpeton community in general.

The school, which has been educating Indians for over seventy years, enrolls children in grade 3 through 8 from at least thirteen reservations and ten states. There are approximately 260 students at the school although it has a greater student capacity. Wahpeton has been unable to enroll more students because of a dwindling teaching staff. A job freeze has prevented the school administration from filling the vacent positions and job insecurity and early-out retirements have reduced personnel levels. A waiting list about 70 students surely indicates the need and desire of Indian children to attend the school.

There is no waste at Wahpeton. In fact, a breakdown of the budget over a number of years indicates that the school has the lowest per student cost of all the off-reservation boarding schools. The facilities, which are about 20 years old, are in good condition and require only minimal maintenance improvements. The only major construction work required by the BIA is to make Wahpeton accessible to physically handicapped students, although the school, however, has none.

The reconstruction and facilities maintenance of BIA schools are mandated by Congress through the Education Amendments of 1978, Public Law 95-561. Title XI, Section 1122 of the law requires the Bureau to submit to Congress and have published in the Federal Register a current list of all school construction priorities and needs. [The Wahpeton school appeared on the BIA's list—Federal Register Volume 46, No. 247, December 24, 1981]. The House Education and Labor Committee's report language on this section noted that "this section shall be considered to be a remedy, not an excuse for closing facilities. The committee has made it clear that no facility, currently in use, is to be closed, except where temporary closure is necessary to permit repairs." The section further authorized the appropriation of such funds necessary to bring the schools up to the required standards. There is no legislative basis, therefore, in closing Wahpeton due to reconstruction or maintenance costs. Such arguments would be entirely specious.

At no time should it be overlooked that the resources and programs which Wahpeton provide are outstanding. The staff constantly develop, plan and evaluate the quality educational programs which are specially designed for the Indian children. The school has a statewide, in fact a nationwide reputation of excellence. In 1979, a Wahpeton staff member received the Title I Outstanding Teacher in the Aberdeen Area Award. Additionally, the schol has received the Title I Award for Sustained Program Quality and Student Achievement in 1978, 1979, and 1980. It is considered a model school and the staff of Wahpeton deserve the highest praise for their academic achievements.

Concho boarding school in Oklahoma finds itself in a similar situation to Wahpeton. It has experienced declining enrollments as a result of the hiring freeze and it is slated for closure under the Administration's fiscal year 1983 budget proposals. Current BIA policy has left the school understaffed so that the full, student capacity cannot be met. For example, there are only six employees in the dormitory area who provide twenty four-hour-a-day coverage, seven days a week for over a hundred children. It's not surprising that enrollment is down.

Concho admits Indian children (grades 1 through 8) with the same educational and emotional handicaps as Wahpeton's students. The school provides an essential, stable home atmosphere for small children who might not have enjoyed this at home. These youngsters are the ones who will be most affected by Concho's closure. They do not have the emotional strength to once again be shuttled from school to school. Additionally, the special health facilities available to them on campus might not be available at home or even in public schools.

It would be a tragedy to close the Concho's school facilities, but perhaps a greater tragedy to terminate the residential part of the school. The reasons for sending the children to the school should not be overlooked or forgotten—the students required a stable environment where their special cultural needs should be met. Even if the academic facilities are closed, Concho could still provide the necessary stability for the children if it continued as a residential dormitory. Because of its unique location, it can provide the health services and the care the children need while sending them to the nearby schools. There is no reason to remove the Indian children from their present environment; closing the facility will only create long range problems for the children.

* * * * * * *

The Southwestern Indian Polytechnic Institute has served Indian adults, aged eighteen and over, since 1971. Originally conceived as a high school it has involved into an institute of higher learning. The school received its correspondent status from the North Central Association in 1972 and became fully accredited in 1978. The ultimate goal of the Institute's instructional program has been to prepare students for entry-level employment at higher skill levels. SIPI's training programs can be applied toward degree programs at other institutions, and there currently exists a cooperative arrangement with the University of Albuquerque for SIPI students to attain an Associate of Applied Science degree. In these areas, the institute is unique.

The students who attend SIPI have often come from similar backgrounds as many of the off-reservation boarding school students. Additionally, they may have encountered prejudice and racism in public schools or colleges which have prompted them to dropout of the educational system. Some of the young adults who attend the institute have not received adequate preparation at the high school level or do not have the financial resources to attend private or even public colleges. SIPI, for the last eleven years, has been serving a specific need by providing excellent education to Indians who could not find such opportunities elsewhere.

Excellence is often a subject standard, however, in the case of SIPI, statistics make it an accurate one. At a time that Indian unemployment is reaching an all-time high, SIPI has achieved approximately a 90% job placement rate. It has provided training in telecommunications, electronic technology, engineering technology, civil engineering and in vocational fields such as optometry, food preparation, accounting, drafting and graphic arts.

Students are drawn mostly from the Southwest and many remain in the New Mexico area which has come to rely upon the good job pool SIPI provides. Additionally, and perhaps more significantly, the Institute is a vital element of the economic stability of the Indian reservations for its graduates are able to find employment.

Closure of SIPI would have negative repercussions not only on the community but also on the school's staff and its student. It is unlikely that the pupils would find or be able to continue their education elsewhere. Federal aid has been substantially cut, including funds for the Tribally Controlled Community Colleges which would be open to the displaced students. Not all the colleges are accredited however. The BIA budget justification suggests that Haskell Indian Junior College in Kansas will be open for SIPI's students, but the college is already full and cannot accept more students. The question remains, therefore, is there a viable alternative for SIPI's students: And the answer is "no."

Finally, the concept of self-determination regarding Indian education policies has been violated by the Administration. Mr. Reagan, through his campaign, endorsed the need for consultation with Indians on all matters and policies affecting their people. However, the Indian tribes were not consulted about the closure of SIPI. Many tribes heard about the proposal asr umor and only a few were ever informed of the closure. Perhaps a proper definition of the word "consultation" is necessary to prevent further abuse of self-determination in the area of Indian education.

In summary, education has always been the key to mobility in this Nation's history. It has also provided the Indian tribes with the opportunity to either remain on the reservation or to work outside of it. Yet the Administration is slowly removing this choice.

As the result of a badly prepared and a ill-conceived memorandum to Secretary Watt from the Assistant Secretary for Indian Affairs, Wahpeton, Concho and SIPI are targeted for closure. The June 15, 1981 memorandum credits these closures with helping emphasize "the initiative of increasing tribal Government capabilities and independence through the development of reservation economies." However, these closures will only kill such initiatives and help destroy reservation economies.

The BIA's proposals to save about $5 million by closing the Institute and two Indian boarding schools represents nothing short of false economy. Money must be provided for the displaced students to receive education. Additionally, closing the schools will require substantial, personnel-oriented funds such as annual leave lump-sum payments, compensatory and overtime payments, severance pay, optional/disability or early-out retirement costs, moving expenses, and unemployment compensation. Salaries for security and ground maintenance personnel must also be considered until the school grounds are sold.

The Administration should also consider the long-term effects of unemployment on Indians. Without the same educational opportunities, young Indian adults will find it increasingly harder to find jobs. Welfare, food stamps, social service and unemployment costs will only escalate. I hope this committee and Congress will recognize the inherent contradictions in the Administration's proposed budget for Indian education and act to keep Wahpeton, Concho and SIPI functional for many years to come.

Senator ANDREWS. Next, let me explain that we are talking about schools and education. The U.S. Senate is a little bit like a school. When they ring the bells, you have to pass quietly and vote. The bell has rung again, and there is another vote.

The next witnesses that we will hear from are a panel of three individuals from North Dakota, Judge Ted Weisenburger, Esther Horne and Lynn Bueling, who is the executive vice president of the Wahpeton Chamber of Commerce.

Before we hear from that panel, however, we will hear a tape recording that appeared on WDAY TV. It is two broadcasts really.

We had hoped to be able to show the video tape, but it was not possible to get a video player.

The first part of the broadcast was made on December 4 before the announcement was made that the school would be closed.

The second part of the broadcast was made on February 12, the day after the BIA made known its decision to close the Wahpeton Indian School.

If we can have the tape now, I will absent myself after the tape, and then when I come back we will welcome the panel.

[Short recess.]

BROADCAST THAT APPEARED ON WDAY TV ON DECEMBER 4 AND FEBRUARY 12

There is a gloomy attitude at the Wahpeton Indian School. The school is scheduled to be closed next fall and the 260 students in grades three through eighth are unhappy. They have built up an affection for the place.

STUDENT No. 1. I like it up here. I have a lot of friends up here and I went to school here for 6 years. It is my favorite school. They should keep it open because most of the kids have no place to go when they go home. It shocked me when they said they were going to close it. I don't want it to close.

The boarding school has been a fixture in Wahpeton since 1908. The students come from 25 tribes in eight Midwestern States. The trouble is the schools' near $2 million a year budget comes entirely from Federal funds making it an inviting target for the Reagan administration budget-cutters.

School administrators say that if the place closes, many students would have trouble adjusting to other schools, drop out, or lose out in their character development.

You look at the overall staff and the dedication of the people that work here, you have to really you marvel at what they provided and the way they take these kids and mold them into young people who are really able to take care of themselves.

School officials say they will make their big pitch in February when Department of Interior representatives visit the campus. And, while they are pessimistic they will be persuasive, school officials say they are not going down without a fight.

From Wahpeton, Jim Shaw, WDAY News.

The mood was gloomy at the Wahpeton Indian School today. Most can't understand why a successful operation like theirs is closing. School Administrator LeRoy Chief is bitter. He is mad because the Government is spending millions more for defense in places like El Salvador, while his school will close to save $600.000.

LEROY CHIEF. I have been betrayed. I think the Indian people that have students here have been betrayed. It hurts very much so, and it hurts me. I think it is going to hurt the students, the staff, and the people who use us as a resource.

The students are bewildered. Many will go back to places where they had troubles before like Indian reservation schools, public schools, or bad family situations. All seem bothered because they have built up a great affection for the school.

In my heart, deeply I am hurt and mad.

They should keep it open. There are more people here. If they went home, they would have no place to go. They probably would not go to school.

They should have Reagan himself just come out here and see the school and see how those employees are doing good teaching these kids how to do math. Like reading and math. Before they came, probably half of these kids didn't know how to read.

Few teachers know what they are going to do. Judy Bollinger bought a house last fall thinking she had a secure job. Now, she is worried about making the payments.

It is a surprise. We have heard rumors about this at different times, but it has never been rumored so long. We have heard it, you know, for a few days, and then it stopped, but I guess it is for real this time.

The thing that bothers most everyone here is that no one making the decision to close the schools has ever come out here. If they had, the students say, the decision might have been different.
Jim Shaw, WDAY News.

Senator ANDREWS. The meeting will come to order.

The chairman is well aware of the fact that there are groups here from States other than North Dakota, and they certainly will be recognized, but since the chairman is from North Dakota, it would be somewhat unnatural if he did not take the people he worked for first. That is just one of the facts of life that we have around here.

And the reason we are developing the case so extensively in the North Dakota school is that it is much easier to develop the set of standards that they used in the case of one school than to be hopping from one school to another school to another school.

We set up early on in the hearing, as you heard, the fact that the decision was made on these three schools essentially the same way. Therefore, if we explore one school indepth and make the case that this is a decision that was made in error, it should hold for all three, but let me assure you that, as chairman, I fully intend to protect the rights of those of you who came from Oklahoma and those of you who have come from New Mexico. You will be heard.

I am used to going without lunch, and it won't hurt me at all. I make up for it other meals.

Right now, we are privileged to have a great group of North Dakotans. One, an old friend, whom I have known for 20, 25 years, Ted Weisenburger, is a judge now and has been working very closely with the Indian people in North Dakota, and has a wealth of experience.

Esther Horne, who, of course, is one of our great lady experts on things doing with the native Americans in North Dakota, and Lynn Bueling, who represents the business community as executive vice president of the Wahpeton Chamber of Commerce.

Welcome to the committee. We would be glad to hear your testimony. Let me assure that if you have prepared written testimony which is in great length, if you submit it, it will appear in the record as though it was presented in full, and you can then summarize.

If you do not have written testimony, we will be glad to have your oral testimony.

Who, among the three of you, wants to lead off?

Judge Weisenburger.

STATEMENT OF JUDGE TED WEISENBURGER, GRAFTON, N. DAK.

Judge WEISENBURGER. Mr. Chairman, let me assure you from the beginning, and you know this anyway, that I am very much in favor of cutting the fat out of Government. I have been in favor of reducing the size of the Government for many years.

I very enthusiastically supported Senator Goldwater when he was the candidate for President. In other words, I was a conservative when that was still a four-letter word in Washington.

However, we need to ask, "Are we really cutting fat, or are we merely shifting responsibilities from one agency to another, or from one level of government to another?"

Right now, the bureaucracy looks to me like a fat man who is kidding himself into believing he is reducing when all he is doing is shifting his weight from one foot to the other. The only way the fat man can lose weight is by cutting out the fat.

I first became involved with the tribal court in Fort Totten, N. Dak., in 1968. At that time, our policy was to remove children from problem homes and put them in foster homes. Many stayed in foster homes for 18 years.

The children whom I then knew as foster children are today our problem parents. They do not know how to relate to their children because they never had a relationship with their own parents. How about the foster parents?

We had one foster mother who pointed out at her foster children and told her company, "That one is my house payment and that one is my car payment." Nevertheless, she had one boy in her home for 14 years. He is now—not surprisingly—a psychotic adult and a very serious problem to himself and many other people.

How about a good foster home? I have been a foster parent myself so I feel I can speak from personal experience. Even the best of foster parents maintain a certain distance between themselves and their foster children. If they let themselves love the child too much, it will be too painful when the child is removed from the home again.

This distance is correctly interpreted by the child as a fear of love, and the child naturally grows up afraid to love. We still have children in foster homes, but we are trying to avoid that whenever possible. Long-term foster care has proven itself a dismal failure.

When a family is in crisis, we prefer to send the children to a boarding school. When we place a child in a foster home we are telling the parents and the child that his people are failures as parents. The resulting damage to the parent/child relationship is often permanent. The boarding school carries no such stigma. And the best boarding school in our area is the Wahpeton Indian School.

This is not my opinion alone, but a reputation that the Wahpeton Indian School has earned throughout the educational circles in North Dakota. I have with me a letter from Julian Bjornson, superintendent of schools in Grafton, N. Dak. to attest to this. I will read it:

Hon. MARK ANDREWS,
United States Senate, Washington, D.C.

DEAR SENATOR ANDREWS: I am writing to express my concern about the closing of the BIA School in Wahpeton. It has been a positive educational environment in North Dakota for years. Many youngsters have found a new lease on life because of Wahpeton. To cut a successful training ground for young American Indians seems to me the wrong place to save money. All of these children come from an adverse home environment. They need the guidance, care, and stability that is so ably provided in Wahpeton.

Simply put, sir, it is a cheap program to prevent larger problems in life. I urge your continued support in funding a worthwhile educational benefit to North Dakota's Native Americans.

Thank you.

Sincerely,

JULIAN C. BJORNSON,
Superintendent, Grafton Public Schools.

Recently a case worker from the Village Family Service Center in Fargo visited the Wahpeton Indian School. This is a privately funded child placement agency, and a case worker who is specifically trained and experienced in these areas. I asked her to write a letter expressing her views. Let me read it:

To whom it may concern:

Recently, I had an opportunity to visit the Indian School in Whapeton, N. Dak. It was my first visit to the school and I was there to observe a child our agency is considering placing in an adoptive home.

I spent the better part of the day at the school, visiting with administration as well as observing classrooms, dormitories and dining facilities. What impressed me the most was that the children residing at the Indian school feel that the school is their home and the genuine affection and caring that exists between the staff and the students is probably far superior to what they would receive in their own homes. The school program provides a sense of family along with an excellent education for these children, many of whom are disturbed and who undoubtedly would be in trouble if it were not for the love and concern shown to them by the staff of the Wahpeton Indian School.

I feel it would be a tragic mistake to close this school which provides so much for the Indian children.

Sincerely, Carol Stoudt, Child Placement Division.

Carol was at the Wahpeton Indian School to observe Tom. I'll call him Tom because that is not his name, and he has a right to privacy; 2 years ago during a session of court at Fort Totten, Tom's mother came into the courtroom with all of her children in tow. Tom, age 8, was the second child. She said, "You take Tom. I don't want him anymore."

Tom's older brother cried and all of the court personnel were very near to crying, but Tom didn't cry. Tom and his older brother are well-well-known to us. They had lived most of their lives with an aunt who had died a few months before. That day Tom was placed with a grandmother who didn't really want him either.

About a month later, he was placed in an adoptive home. This placement also failed and Tom went to the Wahpeton Indian School last year where he got along very well.

But summer vacation came and there was no place for Tom. We put him into a group home at Fort Totten which is primarily a home for delinquent teenagers. When school started last fall, he went back to Wahpeton Indian School. By this time, he was suffering from depression to the point where he was a serious concern to the staff.

Recently, a psychological study was done and he is again in very good shape and is ready to be placed into an adoptive home. We pray that we will find a good adoptive home for him by the time school is out this spring.

Two other children at Wahpeton Indian School came from a single parent family of nine children. The mother is a recovering alcoholic. She still has three children at home with her. Three is all she can cope with. That is why two are at Wahpeton Indian School. If these two were returned, the family would again fall apart and we would have not only these two in foster homes, but the other three as well.

It should not be difficult to see that there would be a net increase in the immediate costs of supporting and educating these five children without speculating about the costs of maintaining these five very likely to be emotionally damaged people throughout their adult lives.

Two other children are at Wahpeton Indian School because their mother is in nurses training. I have known their mother for a number of years and she has always had the ambition to be a nurse; but, she married too young and had children.

Now, she has an opportnuity to complete her training. She would not have that opportunity if she could not have her children in the

Wahpeton Indian School. When she completes her nurses training, she will be off AFDC, and how much will that save the taxpayer?

Another little girl is in the custody of her grandmother. The grandmother is too old to keep the child full-time, but there is a very close bond between them, and it is important to maintain this family tie. Without the Wahpeton Indian School, this child would also have to be placed in a foster home.

I could go on and on citing examples of why these children are at Wahpeton Indian School. Except for Tom, they are typical of the children from all of the reservations because the same problems exist. I cited Tom's case, not because it is typical but because the Wahpeton Indian School has done such a superb job of restoring his self-image and of educating him. I cannot right now name another institution that could have done for him what Wahpeton Indian School has done.

Let me add here that I have visited many childrens' institutions and orphanages between East Africa and North Dakota and almost universally the children will gather around and try to hold my hands and cling to me in an effort to get a few minutes of attention. Twelve or thirteen years ago when I visited Wahpeton Indian School it had 420 students; that was also the situation there. Today, when they have 259 students, this no longer happens. I do not know the optimum enrollment but I know that the students are better adjusted now than they were when there were 420 students.

I believe these case histories show the need for the Wahpeton Indian School to continue and that Wahpeton Indian School has been doing a superb job. Now, let me get to the question of money. I got these figures from the staff of the Wahpeton Indian School. The per pupil cost at a Wahpeton Indian School is $3,920. This includes room and board for 9 months.

I understand that their personal spending money and much of their clothing comes from Christian Children's Fund. The taxpayers do not bear that cost.

In the school district where my own children go to school, the per pupil cost is $1,794. Foster care payments are currently $237 per month for a child under 12 years, and $286 per month for a child 13 and over.

For 9 months that totals $2,574 added to the per pupil cost equals $4,368 for the school term.

In addition, foster children are eligible for free lunches which cost me 75 cents per day, grades 1 through 6, and 85 cents per day in grades 7 and 8 for my own children. This amounts to an additional $112.50 or $153 per school term which will come out of the taxpayers' pockets.

Thus, we have a per pupil cost of $120 if 12 or under, or $601 if 13 or older more than we are now paying to keep these children at Wahpeton Indian School. And I know that the results would be much less satisfactory.

Many of these children would, of course, return to the reservation if we can find homes for them there. The per pupil cost at the BIA school in Fort Totten is $1,960. The foster care payments there are the same as they are in my own school district. Again, we see that the annual per pupil costs are $614 more than they are at Wahpeton Indian School.

Many of these children will land in group homes. The monthly cost of keeping a child at the Devils Lake Sioux group home is $677, or $6,093 for 9 months, plus the per pupil cost of $1.960 at Fort Totten, and, again, we see that it costs $4,133 for 9 months more to educate a child at this group home than it does at the Wahpeton Indian School.

We also have available to us the Charles Hall group home in Bismarck, which is a group home for Indian teenagers. Here, it costs $600 per month, and they have to attend school in the public school at a per pupil cost of about $1,180; thus, we again see that it will cost $3,280 per school year more than at Wahpeton Indian School.

Another group home available is Dakota Boys' Ranch in North Dakota which costs the taxpayers $867 per month, and they again attend public school, resulting in a cost of $5,683 per pupil per school year more than it now costs at Wahpeton Indian School.

A few will land in the State Industrial School, if not immediately, within a short time. The per pupil cost for 9 months is $15,584, or $11,664 more than it will cost the taxpayers than it presently does at the Wahpeton Indian School.

Where is our saving by closing the school? There is not a real saving, merely a shifting from BIA to health and social services, or to the State. The other agencies have not budgeted for these children either because they are not aware that these children are being slithered into their areas of responsibility. So we can hoodwink ourselves into believing we have saved the taxpayers nearly $2 million by closing Wahpeton Indian School. But the net burden to the taxpayers will ultimately be increased, and the children will still exist and their problems will be compounded.

In closing, I want to say it grieves me to spend so much time talking about money when we should be concerned about the education and welfare of the children involved. Closing the school does not result in cost saving, but merely a shifting of increase in costs from one agency or level of government to another. And most importantly, cutting the fat out of the Government does not mean discontinuing what is perhaps the one most successful project in the entire BIA.

When you find something that you are doing right, I plead with you, continue doing it for the sake of our children.

Thank you.

Senator Andrews. Thank you, Judge Weisenburger, for an excellent statement.

Let me, in a sense, sum up, then. What you are saying is that, in the several different examples you gave, in every instance it would cost more to educate these young people and board them, and provide the physical facilities for them than it now does at the Wahpeton State School?

Judge Weisenburger. Right.

Senator Andrews. And that the Federal Government then would not be saving money by moving them back to the tribal areas?

Judge Weisenburger. No.

Senator Andrews. It would cost the Federal taxpayer more?

Judge Weisenburger. It would cost more and the results would be less satisfactory.

Senator ANDREWS. And, in your judgment, the long-range cost, because of the tragic lack of education, and the other problems that these children would encounter back on the reservation, which is why the tribal councils unanimously want them kept in this type of environment because it is for their best long-range interest; that the cost would be far greater, and on top of the cost you have already cited?

Judge WEISENBURGER. Right.

Senator ANDREWS. And then, Judge, because neither you nor I want to dwell on the cost factor in dollars and cents, although tragically, it seems that is the way this decision was made, we have a situation where you just pointed out to the committee something that really has not surfaced before in our earlier questioning of the Bureau of Indian Affairs, and their top people in education. We established the reason for these boarding schools early on was to educate the children because those educational facilities were not available back in the tribal area, and this was, I think, the clear statement that the gentleman made earlier. And that, of course, is logical.

Now, the point that the BIA is making is the fact that we do have better educational facilities back on the reservation and, again, the committee accepts that point.

However, you have brought up a most important point. That in dealing with children from broken homes, or children who come from difficult backgrounds, the old concept of foster homes is beginning to be recognized as not nearly as successful a way of combating those problems as a good boarding school atmosphere. So, in your mind, really what we have had is a crossing of the lines in purpose, for this type of Indian boarding school, and that it is probably even more needed today than it was 60 to 70 years ago even though it may well be needed for a somewhat different reason. Is that also accurate?

Judge WEISENBURGER. Right.

Senator ANDREWS. And, you feel that these children simply cannot be placed in foster homes back on the reservation, or back in their own homes without tragic consequences for the child; is that not also correct?

Judge WEISENBURGER. I know that they cannot be, first, because we do not have the foster homes available. We are placing them off the reservation now because we do not have homes.

Senator ANDREWS. So, one of the questions we earlier asked of Secretary Smith that he was unable to answer, except to say that they had not checked as to the availability of foster homes, is answered in the negative.

In your experience, there are no foster homes available on Indian reservations. As a matter of fact, they are placing them in foster homes outside and away from the Indian reservation?

Judge WEISENBURGER. I know that is true in the two reservations that I work for, and I am sure they have the same problem on all the other reservations.

Senator ANDREWS. So, many of these children would be taken back from the boarding school atmosphere where they are aware of Indian culture, their Indian heritage, and all of the rest, and be put back in a community probably far removed from their tribe?

Judge WEISENBURGER. Right.

Senator **Andrews**. And, existing in a foster home on a basis that your experience leads you to believe is not nearly as good for their development as the type of atmosphere they are now living in the Wahpeton Indian School?

Judge **Weisenburger**. Right.

Senator **Andrews**. Thank you so very much, Judge Weisenburger, for a most helpful statement; a most thoughtful statement.

It is now a great privilege for me, as Chairman, to welcome Esther Horne. Esther is not only an Indian herself, but let me point out to those here who do not know this. Esther is the great, great granddaughter of Sacajawea, who was the noted Indian guide who led Lewis and Clark on that expedition that allowed us to ascertain what we really had purchased in the Louisiana purchase.

I think that that should point out to all of us that the Indian people we are dealing with are the people who have really been the foundation of this Nation and its development, particularly in the western area, and that heritage is something we want to cherish and protect.

Esther, it is a privilege to have you here. Those pictures that you submitted earlier were very good in showing the condition of the buildings, and we would be glad to hear from you on your observations of this Indian school closing.

STATEMENT OF ESTHER HORNE, WAHPETON, N. DAK.

Ms. **Horne**. Thank you. I think it would be a real tragedy for the Wahpeton Indian School to close, not just because it is in my State of North Dakota, but because I was privileged and saved from social ills by attending a government boarding school myself. I attended Haskell Institute in Lawrence, Kans., and it gave me the courage and strength, and taught me self-discipline so that I have always been able to take my place in the dominant culture, and sometimes feel sorry for them that they were not all Indian, too, because I was taught how, as Senator Andrews said, of what a fine heritage we have.

And what is really American is Indian from the democratic form of government that we enjoy to the potato chip that we munch on in the evening. The potato chip—just to set your minds at rest because you probably will be wondering—was first made by a young Mohawk man by the name of George Crumm. That name was easy to remember. He was a chef in the Saratoga House in New York. He was asked by a sophisticated French patron to make a french fry, and George simply cut the potato the wrong way, and so the Saratoga House began to serve the potato chip, and for many years it was called the Saratoga chip. This was substantiated by a woman whose literary club I was giving a talk to at one time. She said, "Mrs. Horne, I remember when it was called the Saratoga chip."

Much has been said about the statistics, and I am not a statistician, and I am not going to review those things in the interest of time.

Little has been said about love. The children at the Wahpeton Indian School are given love by the teachers, the counselors, the dormitory attendants, and all the staff members. In fact, they call Mr. Chief, "Dad" when they meet him on the campus. Before I left Wahpeton, on Sunday evening, I went to a potluck in one of the churches and four of our Wahpeton Indian School girls were there, and two of them came up and kissed me. They did not say anything, but I knew that they were saying to me, Mrs. Horne, do what you can to keep our home away from home in existence.

Besides attending to the academic wants of the children, and you have heard about how our children stack up academically against the other people, I mean, the general run in the educational field, we have many enrichment programs for them to make them self-sufficient people. We try to give them pride in themselves as individuals; that is, a feeling of dignity and worth in themselves as individuals. And we simply do this by giving them back their heroes and heroines.

When we are teaching them about President Jackson, who sent the militia in to remove the Cherokees and send them on that "trail of tears," which so many of you are familiar with, we also teach them that Junaleska, a Cherokee man, at one time saved President Jackson's life, and this was the way he was rewarded.

The dormitories on the Indian school campus are named after Indian leaders: Tinker Hall, we had a very fine general during World War II in the Air Force by the name of Tinker. Sequoya was the great educator among the Cherokees who made the alphabet of 86 letters so that his people might be able to read. And then we have one dormitory named after my great, great grandmother, without whose help and guidance with Lewis and Clark, probably the expedition would have lost their papers and probably many of them would have lost their lives.

The people at the Indian school know the social problems of the children in their reservation environment, and from the standpoint of their cultural environment. We enrich—I say, "we" because I taught at the Wahpeton Indian School for many years and now I am a private citizen of the Wahpeton Indian School, but I still go out to the school and help to give the children a feeling of dignity and pride in themselves as Indian people.

Much has been said and written about the poor attitudes that Indian children get about themselves, and we are very concerned about this, and always have been. At the Wahpeton Indian School, the Wahpeton Indian Boarding School is a laboratory school. We have people who come to visit our school to show their teachers what quality education is like from the standpoint of the teacher and from the student.

When you step on to the Wahpeton Indian School campus, as I am sure Senator Andrews, our Governor, Senator Burdick, and Representative Dorgan did, they were met with happy smiling faces, and they were not announced visitors; so, this tells you something about the kind of education that the children are getting.

This all helps to erase that stereotype; I mean, this study of Indian culture that we have in the movies of the cowboy and Indian, and that the only good Indian is a dead Indian.

I have many pictures here. Pictures they say are worth a thousand words. As I look around here, I find that some of the things that—ways that we have enriched the lives of our children. By the way, there is another thing that is very different by being in Wahpeton. The people that—and I am stealing a little bit of Lynn's thunder, I think, here—the people in Wahpeton think of the Wahpeton Indian School as being their school; of the children as being their children, and of the employees as being their employees.

The people in the town have children come to their home for home visits. People in the town come out to the school, and sometimes just go to the dormitories and read stories to the children, or act as a sort of a surrogate grandparent.

I see here a picture of a bunch of kids in a home being very comfortable.

The Indian Club at Wahpeton is not an entertainment kind of thing to go out and show people just our colorful costumes, and how well we can dance, but it is an educational vehicle to show people and tell people something about the meaning of our costumes; the meaning of the different parts of our Indian culture, and this way they get a healthier—they, meaning the general run of public—feeling of our dignity and worth as individuals, and learn something about us, and we, in turn, learn a great deal about them because after some of these programs, we simply go into their schools as a part of their system. We have boy and girl scouts. I started the first Indian Girl Scout troop in the United States. Our Boy Scout troop was one of the oldest Boy Scout troops in the United States.

Last year one of my former Girl Scouts called me and said, "Mrs. Horne, you will be surprised at this, but I have been asked to be assistant executive director of girl scouting in this region."

And here I find pictures of our basketball team and of girls and boys, and boys wrestling, and so we are teaching our Indian students to compete, and they compete so well in basketball, manual training, and in scouting that I think some of the people in the North Dakota area are sort of wishing that the Inidans were not there anymore, because they carry away most of the prizes.

Here I have a picture of—it says, "Decorated War Veteran Dies in Sisseton." This was just a couple of weeks ago. A Sioux man from Sisseton, S. Dak., and one of our former students was the most decorated soldier in World War II from North Dakota. He also fought in the Korean conflict.

The young people at the school have plays. I attended one at Christmastime called "The Little Star," or the "Star of Bethlehem," and the children from downtown come out to attend the program out there, and then our people go downtown to attend their programs. It was a very fine production, and it was not like you might see in a school where there were Indian young people that are kind of put back in the corner sometimes because they are in the minority, but they were—it was a very fine production and you could hear everything that the students were saying.

Here, I have a clipping from the Wahpeton paper that says, "One student didn't forget." He is a very successful attorney out in Oakland, Calif., and he remembered back in the days when it was hard for everybody to have new shoes at the Indian school. He called the school—this was in 1979—and asked that they measure every child's foot and send him the foot size, and I believe, Mr. Chief, you said that it cost him over $4,000 to furnish shoes for all of the children.

I think that is one of the finest—I mean, all of this, particularly teaching pride in one's race as an operative value helps to protect one against the crisis of identification. This, we have among all of our young people today, and this is the way that we can—as I used to tell my students, stand up, do not smell your knees. Look people in the face.

If you want to look at any of these pictures, we will be very happy to have you look at them. I think I have taken enough time, but I think—as I sat here listening to all of these statistical things: The cost of the building, the cost of this, and the cost of that, I thought what a shame they are not considering children at all. It is though they were talking about lumber. And so, I kept thinking to myself: Who will cry for the children? I hope that all of the antennae of the Bureau of Indian Affairs people who have been here, all of you people, the Congressmen who have been here, and all the other people will have your antennae out like Senator Andrews and so many of these other people, Judge Weisenburger, and let's just say everybody who has gotten up here to testify to date. They have had their antennae out. They have done their homework. They have come to see for themselves, and I want to thank everyone of you for doing that.

Senator ANDREWS. Thank you so much, Esther, for an excellent statement.

I think the point that you are really making—as one who has not only every reason to be proud for Indian heritage, but also is a member of one of history's leading Indian families—to this committee is that the Wahpeton Indian School is not shoved off in a corner in Wahpeton.

That these people, students and staff, are accepted as an integral and very important part of the community, and that they are able to maintain a sense of pride in their Indian heritage, and a sense of acceptance in the other cultural group, as I think you said it. Here, there are front page articles in the Wahpeton paper about them, and it is a great way to help them in their growth as young people; is that not the interpretation?

Ms. HORNE. Yes. A man who owns a drugstore in our town came up to me in one of the eating places in Wahpeton, oh, 3 or 4 days ago, simply to say that I have not ever had any of the children from the Wahpeton Indian School shoplift from my store. He said, "Sometimes I have to tell them be careful, don't drop that if they pick it up," and I thought that was a great testimony.

More than that, the Wahpeton Indian School does not only have quality education as far as the three R's are concerned, and remedial programs in that, but they also have quality education as far as teaching pride in the race of the child, and giving him a feeling of dignity and worth as an individual. And, most of all, giving him love.

Senator ANDREWS. Thank you so much, Mrs. Horne.

Your prepared statement will be made part of the record at this point.

[The statement follows:]

PREPARED STATEMENT OF ESTHER B. HORNE, WAHPETON, N. DAK.

Since first becoming aware of the possible closing of the Wahpeton Indian School, I've seen and heard so many statistics from the office of the Assistant Secretary of the Interior, Ken Smith, about costs of maintaining the physical plant and the total lack of interests in visually evaluating the school that I, along with many others, became steeped in desperation as to whom we could contact in his department with compassion enough to listen to our cries for the children.

Because of my years of experience as a teacher at the Wahpeton Indian School and as a former student in a boarding school (Haskell, Lawrence, Kansas), I feel uniquely qualified to speak to the Wahpeton School's qualities and role in the education of its students.

Wahpeton is accredited by the State Department of Public Instruction (North Dakota). All teachers have their B.A. or B.S. degrees, some are working on **Fifth Year** programs or Master's Degrees. From 130 to 150 students qualify for and receive Title I remedial services out of approximately 280 students. Thirty students are receiving individual educational services under Public Law 94–142 (full or part time learning disabled, along with speech therapy). Achievement tests are given and students without learning disabilities rank favorably with students in other schools. A Public Health clinic is maintained on campus and its nurse closely supervises each child's physical and mental health needs by referrals.

I believe the Wahpeton School is giving its young charges the most important ingredient of all to aid them in becoming self-supportive and self-productive individuals—Pride in one's race as an operative value. It helps protect one against the crisis of identification! It helps fortify one with a good self image!!

Besides using the State Course of Study for instruction, the education and dormitory personnel have been schooled to understand the child in his given culture and reservation environment. They are sensitive, caring adults! Many of them are of Indian descent and serve as role models.

Much has been written and said about the poor attitudes Indian children get about themselves because textbooks and the media brand the Indian as a "savage" for protecting what was rightfully his. They fail to tell both sides of the story and to note the contributions the Native American has made to civilization. The Wahpeton Indian School is giving the children back their heroes and heroines. Names of buildings on the campus attest to this.

Indian Study: Facts from Indian heritage are incorporated into the total curriculum at the Wahpeton School at every opportunity and not just as a part of the Social Studies scene at Thanksgiving time. This helps give the Indian child a feeling of dignity and worth as an individual, as an American, and as an Indian and creates a strong feeling of pride in his heritage! What is American is Indian! To enumerate everything would fill volumes. Briefly, from our Democratic form of government (borrowed by Jefferson and Benjamin Franklin from the Iroquois Confederacy) to the potato chip that you munch as you watch football games (invented by a Mohawk Indian chef by the name of George Crumb at the Saratoga House in New York state). You will not find this depth of Indian heritage reinforcement in the curriculum of the public schools. This is the major reason why our Native American youth have problems coping in that educational environment.

The Indian Club at the school has been a very effective teaching tool and public relations vehicle. It has done much to erase stereotypes of the Indian over a 3-state area. After making their presentations in costume, the young Native American members don their regular wearing apparel and meld into the crowd, laughing and visiting with those non-Indians they have taught—once again proving Indians are people too. This is a far cry from what the old boarding schools did prior to the mid-1930's. During that era they were trying to take the Indianness out of the Indian. Pow wows are held at the school. Relatives are often in attendance.

The boys and girls in grades seven and eight have classes in Shop and Home Economics and have won many prizes for their entries in manual arts fairs.

Music is an important part of the curriculum. At least one vocal program is given each year to which the public is invited. Public schools and the Wahpeton Indian School exchange programs.

Basketball teams and a track team compete with non-Indian and Indian teams and have very good win records to their credit. Pom pom girls and cheer leaders inspire the basketball teams.

Every grade has regularly scheduled classes in physical education.

Other ways the Wahpeton School is broadening the horizons of their youngsters are through participation in Boy Scout and Girl Scout activities. Boy Scout Troop #340 is the oldest chartered troop in the United States. The Girl Scout Troop was the first Indian Girl Scout Troop in the nation and the first Girl Scout troop in the city of Wahpeton.

Girls, grades 6 through 8, have a knitting club. They make a wide assortment of articles during the year to take home to relatives. These items are displayed at a Spring Tea by their dedicated instructor.

Due to the proximity of the community and its caring support and acceptance of the school as their school, their kids and their staff, the students participate in the State School of Science Homecoming each year, Golden Glove boxing, swim in the State School of Science activity building, attend movies, go roller skating and visit in local homes.

Speaking of the Wahpeton Indian School boys and girls again, what do they do when they don't have to do it?

1. They may relax in their "homes away from home," comfortable dormitory room, with 3 or 4 individuals to a room, colorfully and tastefully decorated with carpeting, furniture and curtains. There is an abundance of kid treasures in evidence and stuffed animals on the beds. They take pride in their housekeeping—graffiti is rare. Senator Andrews, since the Assistant Secretary of the Interior has never visited the Wahpeton facility—although he was only 140 miles from it at Aberdeen—I present these pictures for his inspection (2 of plant prior to 1950—8 photos of interior and exterior views of new facility). Photos viewed by Ken Smith.

2. Work on items for their Indian costumes in their craftroom.

3. Do leather craft.

4. Play a variety of games in their dormitory activity rooms (football, air hockey, pool video games, etc.).

5. Read library books or watch T.V.

Each dormitory has a staff of one Guidance Counselor, a dormitory manager, six educational aids and one night attendant. Twenty-four hour coverage! Twenty-four hour crisis counseling is available to all students!

The staff of the Wahpeton School tries to discipline with understanding and affection. This is mirrored in the happy faces of the youngsters and is evident in the relationship between student and adults. Some students call Mr. Chief "Dad".

Twice a year each classroom has a "family meal" served in a small dining area (off the main dining room). They are served family style and can invite several guests. This effort helps to teach commendable social graces. This is just another attempt to educate the total child!

Most of the students receive money from the Christian Children's Fund. The school has a bank and its depositors learn how to budget, bank their funds, write checks, and make withdrawals. This gives them a feeling of independence and pride because they have their own money to buy things.

I present these 4 newspaper articles relative to a few of the school's former students: "North Dakota's Most Decorated War Veteran Dies in Sisseton" (Woody Keeble—January 28, 1982); "One Student Didn't Forget" (Richard Trudell, 1954, a successful Oakland, California, attorney. asked for the foot size of every student and spent over $4000 to buy each of 282 students a new pair of shoes in 1979); Wilma Bell Nelson becomes Assistant Executive Director of Girl Scouting with offices in Minot, ND, in 1979 (Wilma earned her Curved Bar Award in 1962. It was the highest award in Scouting at that time); Joyce Melk Burr selected as Early Childhood Instructor by Bemidji State University, Bemidji, MN. Joyce supervises and trains personnel for the Head Start Program. She often visits her friend, Pat Stuen, a teacher at Wahpeton.

In another effort to bridge the gap between home and school many classrooms have had pets. Most students have left a beloved pet at home. Perhaps the most famous was Tommy the Cat. He attended class two years in a 4th grade. One little girl, when asked what Tommy meant to her, said, "I can tell him all my secrets." "He won't tell anyone, not even the teacher." He was publicized nationally.

Our youth are our most precious resource. That is the paramount reason why I feel this sensitive educational sanctuary—the Wahpeton Indian School—should be kept open to give the children who are here now and in the future and are victims of their environment a healthy place for a time out—free from the social pressures working toward the destruction of human beings (alcoholism, family deterioration, drug abuse, teen age pregnancies, crime, etc.).

It would not be a dollar savings to the Reagan regime to close the Wahpeton School and place these children in state social agencies or foster homes because the social agencies are full to overflowing now and the cost per capita would be in the neighborhood of $2,000 more. When children are placed in foster homes, you are saying to his or her family, "You are a failure."

Our youngsters are taught at Wahpeton that through dedicated intense work, all goals in life are possible and to "seek strength to fight their greatest enemy, themselves." Chief Yellow Hawk, Sioux Chief.

Senator ANDREWS. The third member of our panel is Lynn Bueling speaking for the Wahpeton Chamber of Commerce, the business community down there.

Lynn, glad to have you here. We appreciate your coming. We will be glad to hear your testimony.

STATEMENT OF LYNN BUELING, EXECUTIVE VICE PRESIDENT, WAHPETON CHAMBER OF COMMERCE

Mr. BUELING. Thank you, Mr. Chairman, it is indeed difficult to follow Esther Horne and Judge Weisenburger, but let me do my best.

I am very proud to be here to present favorable testimony on behalf of the Wahpeton Indian School. I might add that I do have past professional experience, including 4 years as a high school principal in Indian school settings in both the State of Wyoming on the Wind River Reservation, and in North Dakota, at Dunseith, which is immediately adjacent to the Turtle Mountain Reservation. I still hold a valid North Dakota school administrator's credential, and, consequently, feel qualified to attest to the quality program at the Wahpeton Indian School, as well as the need for a unique institution such as this.

First, let me say that the community of Wahpeton supports its presence in our midst just as much today as it did in its inception in 1908. We can point with pride to the Wahpeton Indian School when we show it to visitors. It is a beautiful, well maintained facility that reflects the pride and devotion of its dedicated staff.

Indeed, in the summer, it is a joy to drive past the school and see its well manicured grounds with their numerous colorful flowerbeds that are so beautifully maintained.

The location of the Indian boarding school in Wahpeton has been a beautiful partnership through the years. Each giving, receiving, and sharing, and for that partnership to be dissolved now would be a great loss for everyone.

The community of Wahpeton offers many services and activities to the students attending this school. Some examples I could name: both indoor and outdoor swimming pools, roller skating rinks, many church denominations, police and fire protection, water and sanitary facilities, medical facilities, including ambulance, hospital, clinics, dentists, optometrists, and so on. Competing sporting events in neighboring area schools, and so on.

In return, the Wahpeton Indian School has enriched our community, providing us with programs of their heritage. It is indeed exciting to see dancers in full native ceremonial costume performing at many of the area service clubs.

Staff members at the school participate in events and activities in our city. Superintendent Chief and myself are fellow Rotarians. Proud traditions of our native American culture are carried on and explained so ably to us by someone such as Esther Horne, who you have just heard, a retired staff member of the Indian school, who, as you mentioned, Mr. Chairman, traces her direct lineage back to the important historical figure of Sacajawea.

Let me reemphasize that it is a wonderful, fruitful partnership and we sincerely hope that it be allowed to continue.

Let me briefly attest to the quality of this institution. Several visits to the campus have revealed to me the following: Students are interested, considerate and happy. Staff members, both professional and nonprofessional work smoothly and efficiently, and exhibit enthusiasm. Buildings and grounds are beautifully maintained. Hallways shine, windows are clean. Good personal habits are taught and reinforced. Beds are made. Personal grooming and dress is excellent. Respect for others is obvious. Regular balanced meals are served in a pleasant surrounding by a competent staff.

Indian heritage and traditions are allowed to survive and be fostered through arts and crafts, history lessons, club and social activities, et cetera.

Students are permitted to do personal banking at the school, learning valuable lessons in economics. Students are then allowed to shop downtown in our business community, attend movies, visit recreational facilities, et cetera.

But why, you ask, are the aforementioned points so terribly important? Why can't all this be done in their home setting? There is one very important reason. School officials state from 80 to 85 percent of the student body are there for social referral purposes. Personal experience leads me to believe that is correct. In my independent judgment, I do have to conclude that those figures are probably very accurate.

These social reasons lead to many of the things that have been mentioned before, such as excessive absence and truancy and not receiving parental supervision.

The Indian school in Wahpeton, we believe, is very unique. It is offering a service that cannot be duplicated. The proper development of many young lives depends on the very existence of this institution.

We, in Wahpeton, are very proud to have been the host of this well-run institution for several decades. We ask for its continued existence for decades to come, and we ask this not for any selfish or self-serving reasons. We ask it for the young children who are so deserving of its influence on their future.

Thank you.

Senator **Andrews**. Thank you very much, Lynn, for an excellent statement based on your broad experience as an educator yourself. I think the committee welcomes the testimony that these young people are in a school that is well run, that is well maintained, and the habits that they are acquiring in this school are habits that will serve them well through the balance of a useful and fruitful life.

Your testimony could be interpreted as saying that the students and the staff are respected and well received members of the community and are well integrated into the community?

Mr. **Bueling**. Yes; that is correct.

The whole operation is completely—integrated is a very good word, and it is just a very smooth important cog in the whole wheel of the city's affairs.

Senator **Andrews**. In other words, the point that I am trying to make with this record is that this Indian school in this particular community is not shoved off in the ghetto, sort of on its own. It is treated as a very important and well-accepted and well-received part of the community. And the culture that they share with the white community is returned in kind, and it is a great learning experience for them itself?

Mr. **Bueling**. Yes.

Senator **Andrews**. Thank you very much.

Judge Weisenburger, do you have one final point?

Judge **Weisenburger**. I would like to make one more comment. When the Bureau people were up here testifying, they made a point about how many of the children were there because they had social problems. The reason most of these children do not have social problems is because of the superb job that the Wahpeton Indian School has done for them, but the families at home still have the social problems.

If they go back to those families, the children will again have the social problems.

Senator **Andrews**. In your judgment, Judge, it is essential for the proper development of these children, and the maturing of these children that they be kept in the atmosphere that they are in in Wahpeton?

Judge **Weisenburger**. That is right.

Senator **Andrews**. And, in your judgment, what percent of them would fall back. if they were forced to go back to the reservation?

Judge **Weisenburger**. I would say 85 percent.

Senator **Andrews**. So, we would, in essence, lose some 85 percent of these young Americans if they were forced out of the environment they now are in, and put back in an area where there are inadequate foster homes available and foster homes are not at all acceptable in the type of care they need at this particular point in their lives given the circumstances from which they come?

Judge **Weisenburger**. Right.

Senator **Andrews**. Thank you very much.

Esther, one final remark.

Ms. **Horne**. May I say that as our Bureau people, our Bureau schools, the staff at the Wahpeton Indian School is very concerned about children staying home with their parents if the home is healthy enough to keep the child, but there are times when young people need time out from the social ills that are threatening to destroy them, and that is why—I mean, the time off, the wonderful home environment and educational environment of the Wahpeton Indian School is one of these places where they can have that time out.

One little brief thing. To show you how very sensitive the staff is at the Wahpeton Indian School, I have here—and anyone is welcome to see these pictures—the children have a pet cat in the fourth grade by the name of Tommy, and this was an effort on the part of the teacher, or the instructor to bridge the gap from home to the school. Many of these changes, or most of them have a beloved pet at home. and so Tommy filled the void for them. The cat loved the classroom—I mean, his classroom so that he would not go into the classroom of other teachers and children who sometimes would try to entice him in. I just thought about that, and the cat became nationally famous, and was written up as cat who went to school.

Just another little item of love on the part of the staff for their students.

Senator **Andrews**. Thank you so much, Mrs. Horne, for great testimony, and thanks to the three of you for coming up and saying it as it is.

Our next witnesses are Willard Yellow Bird, Chairman of the Wahpeton Indian School Board; accompanied by Alfred LaFountain, member of the School Board, Wahpeton, N. Dak. and August Little Soldier, Three Affiliated Tribes, Newtown, N. Dak.

Mr. LAFOUNTAIN. Sir, first I would like to hand you this petition from the senior citizens of the Turtle Mountain Indian Reservation.

Senator ANDREWS. Thank you so much for this petition.

Let me include this petition, signed by the citizens of the Turtle Mountain Indian Reservation of North Dakota, requesting the proposed closing of the Wahpeton Indian School be stopped, in the record at this point.[1]

It goes on to say that—

> Our children and grandchildren are attending this excellent school. We are proud of them. When they return from summer vacations, we know they are well-cared for and receiving a good education. Many of us attended off-reservation schools, Wahpeton being one of them, and the training and discipline we received has served us well to this day. We sincerely trust that our petition will be given full consideration for the good of our children and our reservation.

An excellent comment and it will appear in the record at this point.

Senator ANDREWS. Now, which one of you wishes to begin.

Mr. YELLOW BIRD. Senator.

Senator ANDREWS. Yes.

Mr. YELLOW BIRD. I would like to invite one of the vice chairmen of the Three Affiliated Tribes, August Little Soldier to be on the panel with us.

Senator ANDREWS. Yes.

August, come on up.

August Little Soldier is an official of the Three Affiliated Tribes in North Dakota. Welcome to the committee. You have been in Washington a number of times. Good to have you back, and I think you can add some light to the question of whether or not the Department of the Interior, the Bureau of Indian Affairs did, in fact, consult with the several tribes involved in this decision, and we will hear from you on that subject.

PANEL CONSISTING OF WILLARD YELLOW BIRD, CHAIRMAN OF THE WAHPETON INDIAN SCHOOL BOARD, ACCOMPANIED BY ALFRED LaFOUNTAIN, MEMBER OF THE SCHOOL BOARD, WAHPETON, N. DAK., AND AUGUST LITTLE SOLDIER, THREE AFFILIATED TRIBES

Mr. YELLOW BIRD. Senator, my name is Willard Yellow Bird. I am the chairman of the Wahpeton Indian School, and also I am a traveling member of the Three Affiliated Tribes of Newtown, N. Dak.

Senator ANDREWS. Mr. Yellow Bird, let me point out for the clarity of those who read the record. Mr. Yellow Bird is not a resident of the Wahpeton area. Mr. Yellow Bird is a resident of the Newtown area, about 250 to 300 miles away from Wahpeton and that you are by virtue of your tribe, the head of the school board for the Wahpeton Indian School, and this school board is comprised of individuals from the separate tribes from which the students come.

Mr. YELLOW BIRD. Right.

Senator ANDREWS. You may proceed.

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[1] Petitions retained in Committee files.

Mr. **Yellow Bird**. I will make mine brief. All the statements made here today were true, and I would like to thank the delegation from North Dakota coming down here with me, and I would like to thank Mark Andrews, Senator Burdick, Governor Olson, and Byron Dorgan for giving us such good support of the school.

As you all know, what we are down here for is to keep our school open. I have been a chairman since the school started in 1972 when they wanted a chairman and a school board organization. I became chairman at that time. I am a little nervous here.

Well, this school is a fine school, and the statements that have been made today are true. What gets me, as a tribal member, we didn't get any information from the Bureau of Indian Affairs except that our school will be closed on such and such a day. I thought that the BIA trust responsibility to the Indian people was never—we were never contacted in any way. So, this is just like pulling a rug out from under our feet and saying, OK, we are going to close the school and that is it.

So, we felt pretty bad about it, and that is the way it came about. But, anyway, you have heard all the statements that were made, and I would not want to duplicate any more of those statements.

So, that is about all I have to say.

Senator **Andrews**. Thank you so much, Mr. Yellow Bird. I think you have made a very important contribution because one of the key questions that I asked the Assistant Secretary of the Interior was whether he had followed the regulations and notified the tribal governments of the various tribes from which these students came. You are informing this committee in February, and this plan has been going on for some 3 months, that not only are you a member of the tribal council from which some of these students come, but you are the duly elected school board president from the various reservations, and certainly you should have been one of the very first individuals to be consulted, pursuant to the regulations But, you were not. You have not been consulted with to this day, as I understand it; is that not true?

Mr. **Yellow Bird**. No, sir.

Senator **Andrews**. Thank you very much.

Mr. LaFountain.

Mr **LaFountain**. Yes, sir, Mr. Chairman. My name is Alfred LaFountain, I am from Turtle Mountain, Belcourt, N. Dak. I would just like to make mine very brief. I think that everything was pretty well covered by Mr. Dorgan here this morning.

I served in the advisory capacity of the school board in Wahpeton for about 7 years, and I have had a lot of visits with the Wahpeton Indian School. I am proud of the school. This is probably one of the nicest boarding schools I have seen. Back in 1938, 1939, I attended boarding schools in Chamberlain, S. Dak., and Wahpeton is a lot different than what it was in 1938 and 1939.

I think we have covered just about everything that we could. Words are taken out of my mouth by Mr. Dorgan. He covered everything that I would have liked to say, but also the kids that graduated from some of our boarding schools have these important positions, teaching our kids at Wahpeton today. Nobody has mentioned the people. It is going to effect about 90-some employees at the Wahpeton Indian School if that is closed. Some of these people, I would say probably 30 percent of these people would be shoved back into the reservation. They would be unemployed. They have got 15, 20 years of civil service. They have donated a good part of their life into the Federal service, and all of a sudden they find themselves given short notice that their jobs will probably be abolished, or a reduction in force. It is a sad, sad thing to see.

Senator **Andrews.** Thank you so much.

Now, we have the privilege of hearing from August Little Soldier, who is one of our Indian leaders in North Dakota. I have known him for a good long time. He is from the Three Affiliated Tribes in North Dakota.

Welcome to the committee.

Mr. **Little Soldier.** Thank you, Senator Andrews. It is an honor to be invited by Mr. Yellow Bird, and I would just like to elaborate on some of the things that have already been spoken, and were very well put.

I would like to state that I am one of the products of the Wahpeton Indian School. I went to school there for about 5 years. I graduated there, and not only me, but quite a few other tribal leaders throughout Montana, North and South Dakota, and Minnesota that I went to school with have become tribal leaders and top officials of the Bureau of Indian Affairs.

I have served on national committees throughout the United States. I was one of the first men to be picked for the area office to serve on the National Indian Educational Advisory Committee. I served 7 years on that.

Also, I was elected to be on a five State area of the Northwest Educational Laboratory. It serves five States. North and South Dakota, Minnesota, Iowa, and Montana. I served with Ben Rifle, who was a Congressman from South Dakota on that committee.

Senator **Andrews.** Ben was one of my good friends when I first came to the Congress. Ben is an outstanding leader for the Indian people, and for all America as far as that is concerned, and he is still doing a great job. He is on the Board of Directors of the American Indian National Bank down here, and he has continued to serve us through his Indian people.

Mr. **Little Soldier.** I also served on the Executive Council of the United Church of Christ. I was the first Native American to serve on the Board, when I was chosen, and served 7 years in that capacity.

I have been a councilman, chairman, vice-chairman for the past 10 years serving—trying to do what I can for our people there, to get the proper education so that they can get out and compete with what is known as American society.

So, I am proud to be one of the products of the Wahpeton Indian School, and all the things that have been said about being a fine school, and all the tribal leaders, and different other people in the Government today, I could name quite a few of them. Some of them have gone on before. It really disturbs me to see them terminating this Wahpeton Indian School, which has served us right, and all the comments that have been made for the support of the Wahpeton Indian School are correct.

I want to thank you, Senator Andrews.

Senator ANDREWS. Thank you very much, August, for an excellent statement on how important the type of training that you got was to your development, and how fantastic the dividends have been from the investment in your education and development, and many others like you who have been trained in this atmosphere.

I appreciate your coming down and your testimony. It will certainly add to the record we have established today.

Next, we have Mr. Delfin Lovato, who is the chairman of the All Indian Pueblo Council from Albuquerque, N. Mex. I understand he has some written testimony. Mr. Lovato, I appreciate your patience. Let me assure you that the entire written testimony will be included in the record and you may highlight it in your own fashion.

Mr. LOVATO. Thank you, Mr. Chairman.

Before I get started, I would like to introduce the gentlemen accompanying me, Mr. Alex Lucero, the lieutenant governor from the Pueblo Isleta.

Senator ANDREWS. Welcome to the committee.

STATEMENT OF DELFIN LOVATO, CHAIRMAN, ALL INDIAN PUEBLO COUNCIL, ALBUQUERQUE, NEW MEXICO: ACCOMPANIED BY ALEX LUCERO, LIEUTENANT GOVERNOR OF ISLETA, NEW MEXICO

Mr. LOVATO. Mr. Chairman, we would like to summarize our statement, and we are here to talk about the Southwestern Indian Public Technical Institute.

I am here on behalf of the All Indian Pueblo Council, which is comprised of the Pueblo tribes in the State of New Mexico, and we are here in oposition to the proposed closing of the SIPI school.

I think, needless to say, the same issues that were raised in regards to the other schools in Oklahoma are pertinent in the case of SIPI. None of the tribal governments, to my knowledge, in that area were notified. We found out about it through the media New Years Eve that a decision was made. To this date, I do not think anyone of our tribal governments have received official notification, or any reasons for the closure.

The decision comes at a time, Mr. Chairman, when unemployment on many of our reservations has reached crisis proportions, and I am talking about 60 to 70 percent. It comes at a time when we are feeling the impact of all of the various budget cuts, and so forth. But I think even more important than that, it comes at a time when the school itself has just begun a trend toward improving its curriculum; increasing its enrollment; doing a better job of administration, and so forth.

I know members of the Board of Regents are here, and I am sure they are going to be presenting some statistical data in support of maintaining SIPI.

Mr. Chairman. I think it is important that, first of all, we do not want SIPI closed. We want to continue it. It has got a good viable program. But, by the same token, there are numerous alternatives that are being proposed by individuals, as well as members of our own congressional delegation.

We feel all of these alternatives that are being proposed have merit, but we need to study them. We cannot make decisions on these alternatives overnight. We want SIPI funded in fiscal year 1983. We need time to develop these alternatives, both with our delegation, as well as with the New Mexico State Legislature, who only recently enacted or passed a joint memorandum in support of maintaining SIPI. We are asking for that type of opportunity to develop all of these alternatives.

We believe that the private industry, private sector interested with the city of Albuquerque, the State of New Mexico, and the Indian tribes together, we can come up with an alternative that makes sense that will continue a viable vocational technical training program there in SIPI, and in Albuquerque.

Senator ANDREWS. Well, Mr. Chairman, then the All Indian Pueblo Council has been given no forewarning of the closing of this school, and you have not been consulted on the availability of foster home places, or whatever else for these young people?

Mr. LOVATO. Mr. Chairman, it is a postsecondary institution—but you are right; we have not been consulted. I do not know what plans they have. We have a number of students that I know are in extended 2 to 3 year programs. They are suggesting that they go to Haskell in Lawrence, Kans.

Is is my understanding that in the dormitory capacity at Haskell, there is no more space.

Senator ANDREWS. Not only that, but in the questions I asked the representatives from BIA earlier, they could not tell me if the same courses would be offered at Haskell, and other places that are now being offered at SIPI?

Mr. LOVATO. That is right.

Senator ANDREWS. To your knowledge, can these courses be offered anywhere else?

Mr. LOVATO. To my knowledge, the curriculum at SIPI, Mr. Chairman, is very technical; electronics, and that type of a thing because of the large influx of electronic firms into the Albuquerque area.

Senator ANDREWS. In other words, the very type of training for which there are job opportunities available for the native American who are able to take this kind of training?

Mr. LOVATO. That is right, Mr. Chairman.

Thank you. I have no further comment.

Senator ANDREWS. Thank you. Your prepared statement will be entered in the record at this point.

[The statement follows. Testimony resumes on p. 104.]

PREPARED STATEMENT OF DELFIN J. LOVATO, CHAIRMAN, SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE

Mr. Chairman and members of the Senate Select Committee on Indian Affairs, thank you for giving us this opportunity to present testimony regarding the proposed closure of the Southwestern Indian Polytechnic Institute (SIPI), operated by the Bureau of Indian Affairs (BIA), and located in Albuquerque, New Mexico.

My name is Delfin J. Lovato, I am the Chairman of the All Indian Pueblo Council (APIC) which is composed of the Pueblo tribes of New Mexico.

On behalf of the Pueblo tribes and the Pueblo people, we come before the Senate Select Committee on Indian Affairs to express our opposition to the proposed closing of the only federally supported postsecondary school for Native Americans that specializes in vocational education. We are especially opposed to this decision on the part of the Department of Interior and the Office of Management and Budget for the following reasons:

(1) The decision to close the Southwestern Indian Polytechnic Institute in the views of the Pueblo leadership was unilateral and arbitrary with little or no regard to the impact that it would have upon the social and economic conditions

of the Indian people, the City of Albuquerque, and private industry. The decision comes when the unemployment rate among Native Americans has reached crisis proportions (40–70%). Furthermore, this decision was apparently based solely on saving federal dollars.

Tribal consultation regarding this major decision was totally non-existent.

(2) We strongly feel that the tribal governments affected, along with private industry, and state and federal agencies, need time to develop alternatives to present to this Administration and the Congress. We must remember that the decision to close the Southwestern Indian Polytechnic Institute was not announced until December 31, 1981. While numerous alternatives have been presented both publically and privately, by some members of our Congressional Delegation, we need at least one full year to fully discuss and develop these alternatives. Please note also that the New Mexico State Legislature, as well as numerous public officials within state government, are willing to assist the Indian communities in salvaging a viable vocational and technical training center for Indian people. Again, we need time to investigate all possibilities in this area.

(3) While the Southwestern Indian Polytechnic Institute like other federal programs, has had its share of difficulties such as low enrollment, poor administration, etc., we strongly feel that recent changes in leadership have greatly improved the program.

The enrollment has averaged over 425 students for each of the past three years and graduates average 194 students per year. There are approximately 200 students who would not attend other vocational programs due to unavailability or problems of housing discrimination or lack of funds associated with moving to urban areas offering non-federal vocational programs. Approximately 60 percent of these graduates have been placed in jobs. Under new leadership, many of the problems have been resolved and the training will more adequately reflect the job market requirements. A new team of administrators have been assigned to the Institute and have developed a dynamic recruiting program based upon a continuing analysis of the local employers' requirements in order to achieve maximum placement opportunities.

Mr. Chairman, as I have stated before, there are numerous alternatives which we feel will provide the opportunity for private industries. tribal governments, labor, and the state and federal governments, to work together in partnership with the welfare of the students as a first priority.

We realize that some of these alternatives are quite innovative and perhaps even controversial, however, I want to reemphasize our position: that the Congress allow the Southwestern Indian Polytechnic Institute to remain open in fiscal year 1983, thereby allowing all the parties concerned the opportunity to fully develop recommendations to present to this Administration and the Congress in fiscal year 1984.

Attachments "A" and "B" to my testimony provide additional information and statistics regarding the Southwestern Indian Polytechnic Institute.

Thank you.

ATTACHMENT A

SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE (SIPI) TESTIMONY

MISSION

Under the administration of the Bureau of Indian Affairs, the Southwestern Indian Polytechnic Institute (SIPI) is the only federally supported postsecondary school for Native Americans that specializes in vocational education. SIPI provides entry-level training in twelve (12) high-demand career fields to students from across the country who often have no other educational opportunities available to them. The unemployment rate among Native Americans is currently reaching crises proportions. SIPI gives students the technical skills that are needed to become productive members of society while retaining their Native American heritage. SIPI also serves as a bridging role for Indian students from rural reservation lifestyles in helping them compete in the pressures of today's modern, technological world.

BUDGET REQUEST AND JUSTIFICATION

The cost of quality vocational-technical training is high because of the need to equip training programs with state-of-the-art equipment and materials so that the occupational programs can be compatible with today's technological developments in business and industry.

A substantial increase in the number of students trained at SIPI could be accomplished with a very moderate cost of $2,590,061. Assuming that the enrollment of 650 could be reached in 1983, there could be at least a 40-percent increase in the cost of food, supplies, services and equipment for instruction and student services and transportation. Within this increase in costs and with the assistance of the private sector, SIPI's educational expenses would moderately be within the budget requested.

ENROLLMENT

The average enrollment at SIPI is 540 (Full Time Equivalency) which is the highest in the ten year history of the school and represents an 18-percent increase over last year. The dormitory capacity is 512. Currently, there are 467 in the dormitories and the rest are commuter students.

PROGRAMS

SIPI offers programs that may not be available at similar institutions. The following training programs are unique and prepare Native Americans for jobs that are currently in high demand in the labor market as reflected by their high placement rates.

Program:	*Placement rate (percent)*
Telecommunications	88
Optics	80
Civil engineering	96
Electronics	90

These highly specialized programs are not offered at any of the tribally controlled community colleges that usually specialize in liberal arts education. SIPI students would also find it difficult to transfer to other public or private institutions because of the drastic cut in federal student financial aid programs, such as Employment Assistance and the Pell Program. A recent student survey completed by the SIPI Board of Regents shows that 70 percent of the current student body would be unable to continue their education if SIPI were to close. It has been proposed that some of our students should transfer to Haskell Indian Junior College. However, according to Haskell President, Dr. Gerald Gipp, their dormitories are currently at capacity and they expect an increase in enrollment for next year.

CAREER LADDER CONCEPT

SIPI has developed the "Career Ladder Concept" based upon the idea that a student may attain desired skills for occupational competency at a particular level, get off that step of the ladder and go to work. However, a student may desire to complete the total program and step off the ladder into the world of work at the top of the skills level.

NORTH CENTRAL ACCREDITATION

SIPI received its accreditation as a post-secondary vocational-technical school the first year it was eligible for accreditation. North Central Association (NCA), the most prestigious of the accrediting agencies, granted full accreditation status in 1975, and again in 1978. SIPI was re-evaluated in 1981 and continuous accreditation status was granted until 1986. Accreditation allows students to transfer credits earned at SIPI to other colleges and universities.

ASSOCIATE DEGREE OPTIONS OFFERED

Through a cooperative educational agreement with the University of Albuquerque, SIPI students may work toward an Associate of Arts or an Associate of Science Degree simultaneously with their occupational training.

EMPLOYMENT OUTLOOK

Employment is projected to increase rapidly in New Mexico and Albuquerque during the 1979–1985 period at about a 30% rate. Over 140,000 new jobs are expected in the state—and of these, nearly 60,000 will occur in Albuquerque. This is due to expansion by existing employers and opening of new firms and agencies such as Xerox, Digital, Intel, Signetics and Sperry Flight Systems. SIPI is currently offering the kind of training that will be needed to fill these high skilled level jobs. In fact, the 80's has been labeled, "the decade of the technician".

ADVISORY COMMITTEES

Through a series of advisory committees, the Institute works closely with local and national business and industry in developing occupational curricula that parallels trends in today's job market. SIPI's close relationhip with the business world has provided the Institute invaluable assistance in student recruitment, job placement and on-the-job training programs as well as donations of equipment, materials, supplies and manpower.

COOPERATIVE PROGRAMS

SIPI has cooperative training programs with the National Cash Register Corp., Xerox, IBM and the Federal Aviation Administration. Students in these programs are generally assured of job placement after graduation.

ATTRITION RATE

In response to a viable basic skills program and occupational curriculum changes, SIPI's attrition rate has been steadily dropping over the past four years to an all time low of only 12 percent, way below the national average of most four year colleges and universities.

1982 cost per student estimate

Full-time student equivalent	540
Total budget (management cost):	
Instructional costs	$2, 428, 000
Plant management costs	727, 750
Total	3, 155, 750
Total cost per student	5, 843, 98
Instructional cost per student (excluding plant management funds)	4, 496. 30

The Digest of Education Statistics, 1979–80; states that the average cost per pupil for all four year college (private) is $6,829.00, including tuition, room and board.

It is our understanding that the Bureau of Indian Affairs appealed the closure of SIPI on the Office of Management Budget Passback for the Interior budget. In view of this, why is SIPI out of the fiscal year 1983 budget proposal?

ATTACHMENT B

Fiscal year 1983 budget

1161—Direct instruction	$1, 084, 219
1163—Instructional media center	123, 746
1164—Pupil services (research and development)	117, 747
1165—Home living	503, 950
1166—Student activities	62, 430
1167—Food service	382, 000
1168—Pupil transportation	6, 000
1190—General operations	301, 469
1191—Indian policy groups	6, 000
1195—Formal staff training	2, 000
1198—Distributed charges ADP	500
Total	2, 590, 061

Enrollment: Southwestern Polytechnic Institute, Albuquerque, N. Mex.

Fiscal year 1980/81 FTE[1]	459
Fiscal year 1981/82 FTE[1]	540
Increase (percent)	18
1981/82 dorm enrollment (dorm capacity 572):	
Males	195
Females	272
Total	467
Commuters	82
Enrollment projections:	
Fiscal year 1980/82	[2] 553
Fiscal year 1982/83	650
Increased (percent)	18

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[1] Number of instructional days divided into enrollment for each day equals the full-time equivalency.

[2] Enrollment high into April for 1981/82.

Unemployment rates for Indian tribes in New Mexico

	Unemployed (percent)
Mescalero Apache Tribe: Total population: 2,450	38.0
Jicarilla Apache Tribe: Total population: 2,052	37.0
AIPC—14 Pueblos: Total population: 14,424	17.7
Santo Domingo Pueblo: Total population: 1,577	29.0
Zuni Pueblo: Total population: 7,200	67.0
Laguna Pueblo: Total population: 6,800	55.0
Acoma Pueblo:	
Total population: 3,300 (unemployed 457)	38.8
Total workforce: 1,177 (expected unemployment in March)	45.0
Taos Pueblo: Total population: 1,996	58.0
Navajo Nation: Total population: 160,000	75.0
Albuquerque: Urban Indian population: 8,615 (estimate)[1]	47.0

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[1] City of Albuquerque affirmation action plan projects an increase of 5 percent employment of Indian within the next 5 years.

SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE

COMPLETION AND PLACEMENT SUMMARY TABLE, 1971–82 SCHOOL YEARS

Program	Completions[1]	Placements	Percentage placed
Telecommunications	162	142	88
Optics	89	71	80
Printing and offset	79	36	46
Food preparation	117	83	71
Electronics	92	76	83
Drafting	68	49	73
Civil engineering	76	73	96
Marketing and distribution	46	46	100
Secretarial and clerical	329	144	44
Numerical processing	126	89	71
Total	1, 184	809	68

[1] When GED program completions are included, total completions are actually 2,067.

COMPLETION AND TRIBAL AFFILIATION SUMMARY TABLE

	Total completions	New Mexico					
		Navajo		Pueblo		Others	
		Number	Percent	Number	Percent	Number	Percent
Occupational Technology Division	684	221	32	111	16	352	52
Business Education Division	501	195	39	77	15	229	46
GED program [1]	883	192	22	81	9	610	69
Total	2,068	608	29	269	13	1,191	58

[1] Discontinued in 1979.

STUDENT QUESTIONNAIRE

In view of the Government's proposal to close this institution at the end of the current school year, the SIPI Board of Regents is conducting this survey to determine whether you will be able to continue your education. Please answer all questions. Thank you for your participation and cooperation.

Sincerely,

VIRGIL WYACO,
Chairman, SIPI Board of Regents.

Program of Study________________________________

Expected date of completion________________________________

Tribal Affiliation:	*Number*	*Percent*
Navajo	119	44
Pueblo	53	20
Other	97	36
Total	269	100

1. If SIPI were to close at the end of the current school year (August 1982), would you be able to complete your program of study? ☐ Yes 81, 30 percent; ☐ No 188, 70 percent.
2. If SIPI were to close and you are not able to complete your training, would you be able to continue your education elsewhere? ☐ Yes 61, 23 percent; ☐ No 65, 24 percent; ☐ Do not know 143, 53 percent.
3. In view of the recent Federal cutbacks in student financial aid, would this make it more difficult for you to continue your education if SIPI were to be closed? ☐ Yes 239, 89 percent; ☐ No 30, 11 percent.

SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE—ATTRITION RATE

	Total enrollment	Withdrawals	Attrition rate (percent)
1978–79	1,059	287	27
1979–80	725	179	25
1980–81	730	134	18
1981–82	[1] 665	82	12

[1] To Dec. 18.

10-year history of GED program at SIPI

Completed:	
1971	3
1972	54
1973	86
1974	78
1975	154
1976	147
1977	136
1978	134
1979	60
1980	13
1981	18
Total	883

Note: 96 tribes were represented. The program was officially stopped in 1979.

	Number	Percent
Navajo	192	21.74
Pueblo (all New Mexico)	81	9.17
Apache	61	6.91
Cheyenne	29	3.28
Shoshone	16	1.81
All other tribes	504	57.09
Total	663	100

ORGANIZATIONS THAT HAVE PASSED RESOLUTIONS OF SUPPORT FOR THE CONTINUATION OF SIPI

SIPI Board of Regents; New Mexico Commission on Indian Affairs; All Indian Pueblo Council; National Tribal Chairmen's Association; National Indian Education Asociation; National Indian Youth Council; Pueblo of Isleta; Education Committee, Navajo Tribal Council; Haskell Alumni, Albuquerque Chapter; Haskell Board of Regents; National Federation of Federal Employees (NFFE); and National American Indian Safety Council, Inc.

LETTERS OF SUPPORT

Honorable Bruce King, Governor, State of New Mexico; Congressman Manuel Lujan; Safeway Stores, Incorporated; Xerox Corporation; Cuba Independent School District; West Side Association; White Mountain Apache Tribe; Shoshone Paiute Tribes; International Business Machines (IBM); Northern New Mexico College; New Mexico Restaurant Association; and Atlantic Richfield Company.

Senator ANDREWS. Mr. Lieutenant Governor, do you have any comments?

Lieutenant Governor LUCERO. Well, I consider this a privelege to be coming to Washington, D.C. I have not been involved in politics all that long. I realize maybe I should have taken more interest and got involved a little bit earlier. That way, it would have prepared me to be a whole lot more effective as far as my tribe is concerned. It is pretty hard to follow in Mr. Lovato's testimony. I do not have written testimony of any sort, but I would say as far as the Pueblo people are concerned, he has the consensus of following through on what is the most practical and most economical means of pursuing in the benefit of the Indian people.

Senator ANDREWS. Well, his prepared statement is an excellent one, and it is a part of the record.

Senator Schmitt was here earlier giving a strong statement of support for retaining this school, and you can be assured that the committe will do everything it can to make sure that the Bureau of Indian Affairs sees the mistakes they have made in the precipitous way they have gone about this. I think, as a matter of fact, the Assistant Secretary was rather chagrined at the fact that he did not have the information that he should have had as a minimum amount of information to base a decision like this on.

We appreciate your coming. Your contribution is most helpful.

Lieutenant Governor LUCERO. Thank you, sir.

Senator ANDREWS. Our next individual is Virgil Wyaco, who is the chairman of the Southwestern Indian Polytechnic Institute Board of Regents from Albuquerque.

Mr. Wyaco, welcome to the committee.

STATEMENT OF VIRGIL WYACO, CHAIRMAN, SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE BOARD OF REGENTS, ALBUQUERQUE, N. MEX.; ACCOMPANIED BY DANIEL RINGLERO, STUDENT SENATE PRESIDENT OF THE SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE, AND JOE HERRERA, VICE CHAIRMAN

Mr. WYACO. Thank you, Mr. Chairman, for inviting me to appear before the committee. I am accompanied here by my vice chairman, Mr. Joe Herrera.

Senator ANDREWS. It looks like you are in good company, Mr. Chairman.

Mr. WYACO. And the president of the student senate of SIPI.

Mr. Chairman, and the members of the committee, we appear before you today to make an appeal, a special appeal to save the Southwestern Indian Polytechnic Institute from being permanently closed.

The Southwestern Polytechnic Institute, known as SIPI is a BIA postsecondary institute located in Albuquerque, N. Mex. servicing over 580 American youth per year.

We appear before you today representing the Board of Regents of SIPI, a Native American citizen of the United States. As you might be aware, the Secretary of Interior, Mr. James Watt, has proposed to the Congress that SIPI be closed permanently.

As an elected congressional representative, elected to represent the public in Washington, D.C., we, the Native American citizens, request your careful consideration of the following facts, which I am presenting you.

Fact No. 1: The administration's proposed closure of SIPI is based upon one-sided statistics.

The performance statistics upon which the closure of SIPI is based and which are in your possession must be put into perspective. The statistics which are available show poor SIPI performance over its 10-year life. The readers and users of SIPI statistics must be aware that SIPI was a demonstration school. For all 10 years of SIPI's life, the open entry and open exit system was in use.

Fact. No. 1: Individualized instruction was the key to SIPI training. This method of instruction was selected by the BIA as the optimal way to train Native Americans at the postsecondary vocational level.

Also, the admission eligibility requirements were developed such that almost no student was turned away. This method of school administration naturally resulted in high student dropout and high administration cost.

Fact No. 2: The administration of SIPI was controlled by the BIA and not the Indian board of regents.

The SIPI Indian board of regents were always treated only as advisory and not as policymakers.

The BIA controlled everything from budgets to personnel. The personnel system caused problems because of the incompetent personnel ended up at SIPI and the board had no authority to remove them from SIPI.

Fact No. 3: This is the worst possible time to close a vocational educational institution for the Indian people.

Indian reservations have always had to suffer the consequences of high unemployment. Before the Reagan budget cuts, the Indian reservations had unemployment rates of 30 to 50 percent. The Reagan cuts have directly caused Indian reservation's unemployment to swell to 60 to 85 percent unemployment. The Indian people are already taking an unproportional share of the budget cuts. Why must the human suffering continue for the Indian people? The unemployment rate among Indian people cannot decrease unless they have salable skills.

The administration proposes to close SIPI with no plans on what to do with students who attend SIPI. Where will Indian youth go who cannot qualify to enter other postsecondary institutions? Who will finance their education? Most Indian tribes are poor and the BIA educational aid programs are being slashed. With no chance for job skills, the Indian youth will stay on the reservation adding to the unemployed.

Fact No. 4: SIPI has been accredited by the North Central Associations.

The proponents of closure of SIPI contend that SIPI is poorly administered. But even under BIA control, the school has been accredited by the North Central Association for the past 3 years, and has recently been granted accreditation for the next 5 years.

Fact No. 5: The proposed closure of SIPI has been made over the protest of Indian tribes.

The proposed closure of SIPI has come swiftly and quickly without any consultation with Indian tribes. No alternatives were studied. The board of regents were never even asked for comments or opinions. Secretary Watt had demanded that private industry support SIPI before he would favor SIPI remaining open.

We contend that it may be possible for private industry to help support SIPI in the future but the support we know would be minimal and it would have to be developed over time and not over a matter of weeks. But, we contend that SIPI represents a trust, treaty and moral obligation of the U.S. Government to the Native Americans for the education of Indian youth that cannot be shifted to the private sector.

In conclusion, we appeal to the Congress of the United States of America to prevent one more broken promise to the Native Americans. Ten years ago a promise was fulfilled to build a postsecondary vocational education facility for the Native American people. That promise was only half fulfilled because only phase I of a two phase facility was built. We still have two phases to go yet.

I just want to give you the idea of the random unemployment that we have selected by the tribes. Of course, there is more to this than what we have presented. The Mescalero Apache Tribe total population of 2,450, unemployed rate at 38 percent.

Jicarilla Apache Tribe, total population of 2,052, unemployment rate at 37 percent.

All Indian Pueblo Council, 14 Pueblos, total population of 14,414, unemployment 17.7 percent. This is lower, but it is much higher than the national average.

Santa Domingo Pueblo, total population, 1,577, unemployment at 29 percent.

Zuni Pueblo, total population of 7,200, unemployment 67 percent.

Laguna Pueblo, total population of 6,800, unemployment at 55 percent.

Acomo Pueblo, total population of 3,300, unemployment at 70 percent.

The Navajo Nation which is one of high enrollment at SIPI, a total population of 160,000, unemployed at 75 percent.

With the closure, we are adding more to the unemployed. At the time we learned about this closure in August of 1981, we invited Ken Smith, Secretary Watt, anybody who would be involved in the decision of this closure, we invited to come visit the institute. No one came, except Lincoln White. He did visit and made a favorable report, but it has not been followed.

Personally, again, I want to thank you for appearing here, Mr. Chairman. I hope you do have time. I am inviting you to come to visit the institute. It is 10 years old, and it is still brand new. The institute is still new, far from maintenance as far as I am concerned. It is still free from any defects.

Thank you.

Senator ANDREWS. Thank you very much for that information, Mr. Chairman. The comparison, of course, between New Mexico and North Dakota along about this time of the year would tempt me even more to accept your invitation.

Forty below zero, we say up in North Dakota, eliminates the riffraff somewhat. They just are not around there.

Mr. WYACO. Yes.

Senator ANDREWS. It also makes it very desirable to be down in New Mexico, if you can, in January and February. So, hopefully, I will have that opportunity.

It is my understanding, and I would like to make this crystal clear for those who read the record, that what you are saying is that with the shut down of the mining industry in the New Mexico area, unemployment among native Americans has sharply risen, and the SIPI trained these Indian youths in the area where there are good opportunities; in the technical trades where they are crying for the television repairman and the plumber, and the rest.

Mr. WYACO. Right.

Senator ANDREWS. And that is why it is an investment in the future, and that undoubtedly the graduates of this training institution will return more in terms of Federal income taxes over a 10- or 15-year period than their training costs the Federal Government.

Mr. WYACO. It is true; I agree with you, Mr. Chairman.

Senator ANDREWS. So, it is an investment that pays dividends.

You have made an excellent statement, Mr. Chairman. We appreciate your coming down here.

Mr. WYACO. I want to yield to my vice president here, Mr. Vice President?

Mr. HERRERA. Thank you very much, Mr. Chairman.

I am a product of an Indian boarding school in Sante Fe, and, of course, my basic training certainly helped to look into the world of work in that I served in the Air Force, and certainly had an opportunity to go into aviation, and so forth, and then eventually, of course, my schooling, my first year down at Puerto Rico, and then eventually at the University of New Mexico, but I feel even today even though the Sante Fe Indian School was not mentioned, that was a good school, and certainly gave me the basic grounds in education for going on even though I had to work my way through in my Levis, and ate on beans and potatoes, but I did not mind that.

I happened to be in the planning session of the institute some 15 years ago, and that was when I was with the State department of education as the director of Federal programs for the State of New Mexico in that department, and at that time I became involved in the planning of SIPI.

This also involved the State of New Mexico, the State department of education, the University of New Mexico, the Albuquerque public school system, the BIA, and other education organizations, as well as the tribal leaders.

At that time, of course, it was the tribal leaders who expressed the need for a technical vocational training school because it was changing. The city of Albuquerque was growing, and it is still growing, and so today we have an institute that offers technical vocational training that is not offered at Haskell Institute. It is not offered either at the controlled schools or at NCC, the Navajo Community College.

When it was announced on December 31, 1981, that we were to be closed, we immediately asked other schools like Haskell if there was any possibility, and they said, "No, they could not take on any more students." Besides, they were not offering the kinds of technical vocational training that our institute was offering.

We maintain that we are producing students who will qualify for positions in the world of work there in Albuquerque, and, therefore, we are well ahead. In fact, the Reagan administration suggested that we look into the private sector. We are already getting some help and assistance from the private sector. We appreciate this very much.

But, also, they must have time to search around and see if they can generate more assistance that we may possibly need in the future for the institute. In fact, just 2 weeks ago the Xerox Co. announced to release one of their executive managers there in Albuquerque to begin to explore, and see how they can help SIPI to continue. We appreciate this very much.

As has already been mentioned, the State legislature passed its own memorandum asking that the institute continue. And, also, we have had some help from the Chamber of Commerce of Albuquerque.

The community that is growing on the west side of the river in Albuquerque, where it is developing, is also a part of the support. Certainly, our students are a part of the integral part of the community of

Albuquerque, as well as the Indian community in the State of New Mexico. We have students there that come from 84 different tribes, not because they come from Alaska, or the Seminoles in Florida, or from the State of Maine, or California. We all care for them. We are certainly concerned over their education, and certainly we are proud that we are producing, and getting good results in the last couple of years in providing the job market here in Albuquerque, as well as the Bureau of Indian Rivers, the Navajo tribal government, as well as other tribal entities.

This is all I have to say, Mr. Chairman. Thank you very much.

Senator **Andrews**. Thank you so much for your excellent contribution.

Do you have a brief comment.

Mr. **Ringlero**. We have something here written by myself, and many of the students who attend SIPI itself.

Mr. Chairman and members of the committee; my name is Daniel Ringlero. I am the student senate president of the Southwestern Indian Polytechnic Institute of Albuquerque, N. Mex.

This being the only Indian technical vocational school in the United States, I speak on behalf of the students who are attending SIPI.

We the students of SIPI wish to express our opinions on the closure of our school. Being among our own people helps us to create a positive attitude which is needed to reach our future goals. The training we receive at SIPI will prepare us for future jobs on our own reservations or elsewhere.

For many of us, we need to build a positive self-image, to be able to go out into the white man's world with our native skills and the training we receive to be productive members of the society and help our own people achieve our American dream, whatever that might be.

If you close our school, many of the students will have nowhere to turn and their schooling will be ended; educational grants and tribal money is also being cut back. The students, well into their training, will in many cases be unable to continue for the lack of funds and in some instances, because of the special training not taught anywhere else in the State. Where will these young people go? Back to our reservation? To join the growing number of unemployed? That most precious gift our creator has given us, time and talent, lost not only to us, but to all mankind.

It was a very cold winter when your ancestors landed and settled at Plymouth Rock. Our ancestors saw your need and assisted your ancestors with food to make it through the cold winter. Now, we the children of the Indians who helped you, are experiencing the winter at our discontent because you are closing our school.

Your ancestors promised us food, clothing and an education when you took our land. Now, it seems you want to take away our education so that we cannot earn our own food and clothing.

We know you have the power to keep our school open. Let your conscience be your guide as the great spirit may direct you.

Thank you.

Senator **Andrews**. Thank you very much for an excellent statement.

The committee will next hear from a panel composed of Clyde Sleeper, the vice chairman of the Concho School Board in Concho, Okla., Viola Hatch, the vice chairperson of the Cheyenne-Arapaho Tribal Business Council, Concho, Okla. and Father Robert Allanach, of Concho, Okla.

Welcome to you. Who wishes to proceed first?

PANEL CONSISTING OF CLYDE SLEEPER, VICE CHAIRMAN OF THE CONCHO SCHOOL BOARD, CONCHO, OKLA.; VIOLA HATCH, VICE CHAIRPERSON OF THE CHEYENNE-ARAPAHO TRIBAL BUSINESS COUNCIL, CONCHO, OKLA., AND FATHER ROBERT ALLANACH, CONCHO, OKLA.

Father **ALLANACH**. My name is Father Robert Allanach. My full-time employment is with the Department of Justice, Federal Bureau of Prisons at our Federal correctional institution in Novino, Okla., which is approximately 5 miles from the Concho School, which is the school in question.

It seems as though that since the Self-Determination Act was initiated, there has been a rapid change in mission in the BIA schools, and, in particular, the Concho School.

Originally, the schools were set up to educate Native American children to function and cope in the Anglo or the white world. The current, or the last 20 years Concho has attempted to respond to the social needs of the Native American children sent to them.

This apparently was done because many of the children that come to Concho, their homes, their parents lack sufficient parenting skills. The environment at home is one that does not nurture. Most of the students at the school have been in other programs, other schools, and they have failed drastically and were referred to Concho.

My personal sense is that the students at Concho are the children who have practically been thrown away by the private, parochial, and other category type schools and treatment centers in Olahoma and other States represented.

Over 80 percent of the students at Concho come from homes that are broken. They are broken because of incarceration in Federal and State correctional facilities, alcoholism by one or both parents, drug addiction, separation and divorce.

Over 60 percent of the children come from one-parent families, and usually that one parent is only the mother. The economic needs also are a contributing factor to referrals to Concho Indian School. Several of the mothers who were interviewed indicated that the reason that they had sent the children, or referred the children to Concho was simply because they did not have enough food to feed their children.

The Cheyenne-Arapaho tribes is perhaps one of the poorest in the country. The Catholic Sooner, which is the archdiocese newspaper for the Roman Catholic Archdiocese of Oklahoma City listed several facts that I would like to present before the committee in determining the future, and I indicate the future of the 142 children left at Concho.

The Cheyenne-Arapaho tribes of Oklahoma have the highest unemployment rate of any group of Native Americans. They have the lowest income level of all tribes in Oklahoma. They have the highest drop out rate in the public school system, and the lowest overall educational level of any group of Native Americans. They have the highest mortality and morbidity rate of any Native Americans, and they have the lowest life expectancy for both sexes of any group of Native Americans. And, as indicated before, they have the highest level of alcoholism of any ethnic group in the world. They suffer from the highest mortality and morbidity rate, resulting from alcoholism, drug addiction, and alcohol abuse, of all ethnic groups in the world.

The other item that I wish personally to bring to the committee, as a Roman Catholic priest, I really question the morality of the Bureau of Indian Affairs, and I even may say of the U.S. Government if they proceed in closing Concho.

As they look upon the treaties that they made with all of the Native American tribes in the United States, and the breaking of those treaties. And part of those treaties indicate to provide education resources and benefits for the children of Native American parents.

The BIA, out of eight schools in Oklahoma, closed one, closed two, closed three, and currently are closing a fourth one, each time with a promise that it will be the final school closing.

My personal view is that the Bureau of Indian Affairs, even though they have stated on numerous occasions that it is because of Federal cutbacks, poor facilities, and the fact that boarding schools are no longer acceptable to Native American tribes only as red-herrings. My personal view is that the reason the BIA wants to get out, and, in particular, one signatured-type of individual wants to get out of the education is for that very reason. They are no longer interested in the educational responsibilities in giving these children their education.

Perhaps we ought to negotiate with the BIA, and turn it over to HEW if they do not want to do it.

Several of the students wrote letters giving their concern and also their response to the closing of Concho Indian School, and one letter in particular struck me when one little girl said: "You people in Washington simply don't care about us."

The BIA has five or six categories of where these children will be placed. This morning, the Deputy Director of the BIA indicated that he has had no type of planning whatsoever in seeking out the possibilities of placing these children, whether it be in New Mexico, or North Dakota, or Oklahoma.

My sense is that there are not adequate placements for 142 students if we were to throw them on the State system next year. Our current cost per capita is $5,800. Our small childrens' home, St. Joseph's Home is operated by the archdiocese, and for 14 boys costs in excess of $400,000 per year. I go out there several times a week, and have several students that go out there to care for these children. They all go out there because they love these children. I feel that a lot of these children, and especially when they come, are like empty vessels desiring tactile affection and verbal responses of affirmation and love. My sense is that these children need professional treatment. I do not believe that under the current backups they are receiving that. I believe that the test scores indicate—if they can be judged appropriate, since I believe that they are biased—that these children suffer from learning disabilities.

A couple of cases that I can give you. I will call one boy Tom M. Tom M's mother—he lives with his mother while he is not at the school.

She is a long-distance tractor trailer driver out of Los Angeles. What will happen to Tom M if there is no one at home to care for him?

Paul B. He lives with his mother when he is not at the school, and she currently is incarcerated at the county jail in Oklahoma County. What will happen to Paul B? And there are several other case histories that could be recited to this committee to show the dire need of the school being maintained at the current levels, or even beyond those levels.

The final statement that I would make is that the children need this type of placement. I find it very, very interesting that the children, even though most of them come from Oklahoma, on the weekends, even though the parents live within close distance of the school, do not come and retrieve on the weekends, but they are left there at the school to be cared for by the staff.

The only reason that they go home on Christmas is that the school is closed totally, and the parents must come after them.

To return these students to parents who are not equipped emotionally, or with proper parenting skill—to return them to homes such as this would be a travesty, and, in my professional opinion, would be immoral. My sense is that if they cared for these children, or could care for them, they would be there now; they would not be at Concho.

I feel that to close Concho School, or the school in North Dakota, or any of the Native American schools in the United States is not only a violation of the treaty between the United States and the Native American peoples, but also is a Federal bureaucratic write off of these children.

Thank you.

Ms. **Wrenn.** Thank you, Father. I have one question.

Approximately 80 percent of the children enrolled currently at Concho are what I call, "social force outs," forced out of the home for various reasons; alcoholism, or parents not able to take care of them. The BIA has testified that at Concho, approximately 5 percent of the students are there because of social reasons. Where did you get your 80 percent?

Father **Allanach.** We have a study that was done on the—it is a demographic study on the background of the children; the reason for the referrals, et cetera, as well as the reading scores of the children. I do not have a copy of that—do you have a copy of that here?

Ms. **Wrenn.** Excuse me, who is, "we," in we had a study?

Father **Allanach.** The Concho Indian School had it done.

Ms. **Wrenn.** OK.

Father **Allanach.** I am not sure—I believe it was someone from the BIA, Bureau of Education that came and did that study, if I am not mistaken.

Ms. **Wrenn.** So, that information should be available to the Bureau of Indian Affairs?

Father **Allanach.** Yes. In fact, I am sure that they are the ones who did it. They are the ones?

Ms. **Hatch.** Yes.

Father **Allanach.** Yes, the BIA are the ones that did it.

Ms. **Wrenn.** I want to clarify this. The BIA did a study at Concho which showed 80 percent of the children were there for social reasons?

Father **Allanach.** That is correct, social referrals.

Ms. **Wrenn**. They came in this morning, and they gave us a figure of only 5 percent.

Father **Allanach**. Right.

Ms. **Wrenn**. OK. Thank you very much.

Father **Allanach**. Even my own sense of dealing with delinquents for over 13 years, all the way from the elementary level to the adult level, and now at the Federal correctional institution indicate to me that these children are in social need. These are not children simply that were sent there for a classical education.

Senator **Andrews**. That is actually what we have heard from the other areas, as you know, Father.

Father **Allanach**. Yes. When I heard the testimony of the BIA, my sense was that it is filled with innuendos and misinformation, and a lack of proper data and facts. I do not think they have even read their own study. And, as I say, I think it is a red herring to cover up the reality that they want to get out of the education business. The Department of the Interior is more interested in planting trees and building dams than they are in taking care of these young children. In fact, I heard a few moments ago that the Department of the Interior sent a whole mess of trees down to Concho that cost several thousands of dollars to be planted around the grounds, but the budget for services is cut back.

Senator **Andrews**. It has, to say the least, been rather a shocking hearing from the standpoint of what has been brought out, because it looks as though they did not give the notification that they were obliged to give, nor did they base the closings on any type of criteria that was evenhanded. It looks almost as though they set the schools up on a dart board, decided they were going to eliminate three, and the first three schools that were hit; bang, they went without any plans for the children, or for anyone else.

Father **Allanach**. Well, Senator, my sense is that the statistical financial reports that show the budgets, the money that has been sent from the Bureau of Indian Affairs over the last several years, shows to me almost a plotted reduction in funds so that the school services would be reduced, and with all of the rumors of the school closing, parents have withdrawn their students, and that is why now we currently have a lower number than we should, a lower census.

Senator **Andrews**. Clyde, do you have something to add.

Mr. **Sleeper**. Mr. Chairman, my name is Clyde Sleeper. I come from the Cheyenne-Arapaho area, and I am of the Arapaho Tribe. I am deeply concerned about the closure of our Concho School because there is a great need. It seems like some the BIA members, the employees, or the top echelon do not understand, or whether they have been there to visit, or what is causing the closure of our school?

Well, we know because we live there, and we know all their needs, and I myself, as a father, grandfather and a great grandfather, I know the needs. I know the future that is coming to us, and I hope that these treaties will be adhered to, and try to abide by these agreements that were made because it is so necessary that our children be educated for as far as they can go. Even though they won't be outstanding athletes, or they won't be doctors and lawyers, let them continue. Retain these schools so they can, at least, learn from the infant age so that they will be able to go out in the world somewhat prepared. The main part of education comes in their young years.

I come here with a great need, Mr. Chairman, and all your helpers there sitting, to listen to our pleas. I cannot talk to you reading from a piece of paper. I want to talk to you from down deep in my soul.

Senator Andrews. That is why I say, Clyde, we will put that writing on paper in the record in its entirety; so, do not worry about it.

Mr. Sleeper. That is where the need really is. That need is from my people. They sent me here to talk to you; to plead with you, or whatever it is going to take to make you understand our needs. So, if you would, lend an ear to me as a member of the Arapaho tribe.

I come here with an open heart to tell you that my people are desperate. I saw their reactions when they were abruptly notified of the closure of our school. They seemed to run around looking for answers; go somewhere; go someplace; go to see someone, and they contacted Senators and Congressmen. They all agreed that we should keep that school and continue education for our children. So, I believe that with all the support we have, which you heard from the testimony of other tribes, I think I should be able to have a good story to tell when I get back home; that we might be able to continue because of the wide support of the people throughout the United States for other schools.

I believe they have made a wrong decision at this time. Maybe they might make this decision 4,000 or 5,000 years from now, but not now. We are gradually merging into society but we do not want to release ourselves from our tradition, the color of our skin, and our language. I, myself speak my own language. I am living in two worlds myself because I can sing my Indian songs, and I can sing the white songs. I can go to the white dances and I can go to the Indian dances. I am living two lives at once. Maybe one of these days in my future I might be merged into one. One of these days, we might be able to be one for all and all for one. Maybe it will work that way. I do not know, but I hear all these educated people talking. It sounds good to me because they are educated; what I call educated people. But it seems to me that the more education we get, the further apart we drift. So, Let us try to get together and work out something so we can continue these schools for the future of our children.

That is all I have to say, Mr. Chairman.

Senator Andrews. Ms. Hatch, the vice chairperson of the Cheyenne-Arapaho Tribal Business Council; welcome to the committee.

Ms. Hatch. Thank you very much. Thank you for this opportunity. For a while we did not think we were going to get to say our piece.

I attended the Concho boarding school, and with the wisdom of my grandmother, who helped to raise me because we came from a large family, and my father—the type of work he did was just any type of work that he could get from farm labor to working construction. He had a hard time trying to raise 12 children. My grandmother had the responsibility of taking care of me, but she lived right in the same home with us. We have always known an extended family system. At first, I did not know what was going to happen to me when I was placed in the boarding school, but as I stayed there, I discovered I could relate to other children. I did a lot better in boarding school than I did in the public school system.

So, therefore, I know what I am talking about. My grandmother, who foresaw that she was not going to be there with us much longer, was one of the reasons I was placed there. I can see now why I was placed in boarding school, because she died about a year later, and, therefore, everything good that I have learned was with the help of the other students, and also the teachers, and the rest of the staff members that were there at Concho boarding school.

We have the greatest drop out rate. This is not from boarding school, this is from the public school system in Oklahoma.

We have only one Indian physician, and he came from Concho boarding school. He said that he was a poor orphan. He had no home, no family, and no money, and he was helped through Father Charles Statum, and that this man took an interest in him, and he assisted him along after he graduated, and he went to St. Gregory's Seminary in Shawnee, and from there he went on to further his education, and we are very proud of this product from the Concho Indian School.

So, I will finish my statement by making this statement: Federal budget cuts have drastically reduced essential services of every kind to Native Americans. In Oklahoma, the Indian boarding schools are being shut down. Shaloko Indian School was closed in June 1980, and that same September Fort Sill Indian School was also closed.

Slated for closing at the end of this school year in June 1982 is Concho Indian School. These schools are provided for by the treaties made in the 1800's between the U.S. Government and the Kiowa, Comanche, Apache, Cheyenne, and Arapaho Nations. In these treaties, the U.S. Government guarantees that it will provide the necessary education for Native American children. Thus, the budget cuts directly contradict U.S. treaties. Since the U.S. Constitution upholds the inviolability of U.S. treaties, these cuts also go against the basic written laws of this country. But while the Government figures around on paper, and withdraws aid, they show no concern for the children affected by these budget cuts. Many of these children are orphans or from broken homes, or are considered difficult, and they have nowhere else to go.

Some are being sent to other boarding schools adding strain to their resources at these other schools. Some are sent back to their families who are having difficulty providing for them, and they must attend public schools.

The reason given for closing these schools is lack of funds, yet one major proposal for the use of these buildings at Concho is to house inmates for the overflowing prison population. It [illegible]s more money to house one inmate for 1 year than it does to educate one child.

Why must Indian boarding schools be forced to shut down while bigger tax breaks are being given to white Christian schools that specifically discriminate against people of color and non-Christians. We should also remember the new oil boom that is supposed to be occurring in Oklahoma, and all the whites that are moving in to take advantage of this oil boom. We may not be able to find a direct connection between this oil boom and the closing of the Indian boarding schools but we know that whenever white men have found any resource they can make money from: then, they just go right on in destroying the Earth and the life upon her, including the human life.

Your demonstrated concern could help keep Concho Indian School open and could prevent the closing of other boarding schools.

Thank you for the privilege of being here.

Senator **Andrews**. Thank you so much, Ms. Hatch, and thank you for your patience. We have drawn out the hearing, but we had a lot of things we had to get in the record.

Let me ask one question of you or one of your fellow people from Oklahoma.

What percentage of the Concho students come from the Cheyenne-Arapaho Tribe?

Ms. **Hatch**. We think it is 75 percent.

Senator **Andrews**. We think it is about 40 percent; is that accurate?

Father **Allanach**. Yes, probably. Probably about 50 percent.

Senator **Andrews**. But, Father, certainly a major fraction of those students come from the Cheyenne-Arapaho Tribe?

Father **Allanach**. Right. Well, the largest percentage of the students currently at the school come from Oklahoma.

Senator **Andrews**. Well, then let me then ask this specific question of Ms. Hatch, who is the vice chairperson of the Cheyenne-Arapaho Tribal Business Council.

Did the BIA contact the Cheyenne-Arapaho Tribe on this closure?

Ms. **Hatch**. No, they did not. We got word around February 3 or 4.

Senator **Andrews**. Well, that is about when we heard, too. So, they treated you the same way they did at Wahpeton?

Ms. **Hatch**. Yes. And, also, they had promised that there would be two people coming from the Bureau to visit the school, and they called back and they canceled their visit.

Senator **Andrews**. Thank you.

Mr. Sleeper.

Mr. **Sleeper**. I just want to make one statement, Mr. Chairman. We got a letter stating from here that our school was 100 years old. It was established in 1871. The school they were talking about was across the street; so, 13 years ago they built a new one, and it is back across on the east side of the creek. It is a new installation. We have very modern buildings, modern classrooms, and everything is just up-to-date and real good. I made it my business to go see what the situation was, so that I would be able to tell when I came here. So, I went over there and saw it, and the kids were there. This one little girl came to me and asked me what I was doing there? I said that I am on the school board, and I am going to check the school; I am going to Washington. That was just last week. And she came over and grabbed a hold of me, you know, and she said: "Tell those fools not to close our school." That's what she said. Those are her own words. I do not know what she means by "fools," you know.

Senator **Andrews**. I think she does. I think she got the words right.

Mr. **Sleeper**. She did not give any explanations, you know.

Senator **Andrews**. She is not too far wrong.

Mr. **Sleeper**. So, I just want to say that we have a new installation, and that letter about having a 100-year old school, you know, if it is 100-year old school, the buildings would be in terrible shape, I believe.

Senator **Andrews**. Thank you so much.

Father.

Father **Allanach**. Yes. Just one comment. There was a question asked from one of the staff concerning the statistics that we were using concerning the 80 percent of children coming from broken homes. That study was entitled, "The Educational, Social, and Economic Needs of Indian Children Attending the Concho Boarding School." It is dated October 16, 1981, and it was compiled by Daniel Sahmaunt, Chief, Division of Indian Education Programs for the Bureau of Indian Affairs.

Senator **Andrews**. Thank you so much, Father. The committee will get a summary of that, and include it in the record so we do have one for the record.

[The prepared statement of Father Robert C. Allanach; the prepared statement of the Cheyenne and Arapaho Tribes of Oklahoma, submitted by Viola Hatch, vice chairwoman; an exerpt from the report, "The Educational, Social, Economic Needs of Indian Children Attending Concho Boarding School," prepared by Daniel Sahmaunt, of the Bureau of Indian Affairs follow. Testimony resumes on p. 129.]

PREPARED STATEMENT OF FATHER ROBERT C. ALLANACH, OMI, CONCHO INDIAN SCHOOL CONCHO, OKLA.

Greetings, Mr. Chairman, Concho Indian School was established in 1871 by the Bureau of Indian Affairs as an educational center for the Cheyenne and Arapaho Tribal children in accordance with Treaties.

There has been a significant change in the socio-psychological factors nationally. The Cheyenne and Arapaho Tribes were not by-passed. The break down of the American family in the areas of divorce and separation are well documented. The increase in the diseases, alcoholism, and addiction to other drugs is on the increase. The Cheyenne and Arapaho Tribes have the highest alcoholism rate of all ethnic groups in the world. These factors have contributed to an increase in the psychopathology of young Native American children. The etilogy appearing more significantly in the adolescent student. Concho School changed its mission to meet the needs of its people. Presently, 80 percent of the students at Concho have been referred because the family was dysfunctioning or because of the isolated psychopathology of the student. Modern psychological theory (CF Systems Theory) offer convincing evidence that often students are, in fact, mere symptoms of a dysfunctioning family. Schools such as Concho offer a much needed alternative to that unhealthy family or inevitable incarceration.

Most Native American students prior to Johnson-O'Mally Act (Public Law 93-638) were forced to enroll in BIA sponsored Boarding Schools. This was neither desirable nor psychologically healthy. Shortly after Johnson-O'Mally, there apparently was a mass exodus from these BIA institutions. At last free from this BIA incarceration, these students were enrolled in public schools, contract or parochial institutions. A percentage, unable to adopt because of unsupportive family units and/or educational staff, were "thrown back" to the BIA Boarding Schools now evangelizing with a new mission to the exceptional child. There are, of course, many other reasons why children are referred to Concho. Over 60 percent hail from one parent families, usually that one parent being the mother. Unable to control the off-spring, seeks assistance and guidance from schools like Concho. One mother stated in an interview that she had no food nor could she afford economically to care for her son. Concho was a relief to her and perhaps the survival of her son. The Cheyenne and Arapaho Tribes have the highest unemployment rate of any group of Native Americans. In fact, these tribes have the lowest income level of all tribes in Oklahoma. If the Concho closure is implemented, where will this mother turn in September.

With the rumors of an apparent closure rapidly becoming a reality, parents and referring agencies began quickly to remove children and hault referrals. Obviously enrollment began to decline. The allegations that school such as Concho have fallen into disfavor nationally among tribes, thus decline in enrollment, is mere speculation. Experience challenges such an irresponsible position on the part of the BIA.

Concho established in 1871, has an untiring respectability in the El Reno, Oklahoma area. Its newly constructed physical plant boasts low maintenance costs and attractive layout. The staff and children respect the real and capital properties as evidence by the structures themselves. There is an obvious potential for the utilization of the Concho structures as a specialized school and training site for many area Universities and Colleges. It has been alleged that the Reagan Administration needs such a closure to make their economic recovery a reality. The cost per cap of students at Concho is one of the lowest within the BIA Boarding School Systems. Alternative placement of such students is unrealistic and economically irresponsible. A group care facility, for fourteen, operated by the Roman Catholic Archdiocese of Oklahoma City, providing only residential services approaches a budget of almost half million dollars per year. State schools now shamefully admit a cost of over $15,000 per child. Some foster care facilities cost taxpayers $800 per month with no educational or treatment components budgeted. The availabiilty of slots in these programs is doubtful.

The BIA has ordered closure with little regard for the student. They have naively believed that all students will be adequately placed. The BIA officials have done no planning for placement other than announce it will happen. A professional approach would have been to completely research the possibility of placement prior to any public announcement.

BIA policy orders a pre-consultation with Tribal Representatives prior to any major policy change. To this date, no consultation has taken place. It would appear that the close of a Tribe's education center would indicate a shift in policy. Concho School is the only elementary school for Native Americans in Oklahoma. To close the only elementary school, destroying the feeder system to high schools, is a wise choice for a government bureau who consciously wants to "get out" of the education business. Ethically, I question such action.

In conclusion, Mr. Chairman, it must be noted that since the elimination of the APT Evaluation Method in 1968, there has existed no objective method to adequately evaluate schools such as Concho. The BIA has ordered a school to terminate its badly needed educational/residential services with no evaluation whatsoever. Therefore, the decision for closure is both arbitrary and capricious on the part of the BIA.

The children are beautiful gifts to me personally and I abhor the apparent Federal bureaucratic write off of some 140 children by an agency who by law and promise is obligated to serve them. I beg those in authority to prevent these children from being pawns in the hands of uninformed, uncaring, insensitive individuals.

Prepared Testimony of The Cheyenne-Arapaho Tribes of Oklahoma

In 1871, Brinton Darlington - the agent to the Cheyenne-Arapaho Tribes - established a day school at Darlington, Oklahoma with the expressed purpose of aiding and educating the Cheyenne and Arapaho children. Because the two tribes advocated separate schools, a Cheyenne boarding school was established in 1880. The school was built near Caddo Springs - approximately one half mile northwest of the present day Concho school building.

In 1908, the Bureau of Indian Affairs consolidated the Cheyenne and Arapaho students into the school near Caddo Springs. The school became known as 'The Cheyenne and Arapaho School at Concho'.

During the 1950-1951 school year and without consultation with the Cheyenne and Arapaho Tribes, the Bureau of Indian Affairs relocated Navajo students to a special project at the school. This project continued until 1959.

Until 1952, the school had not only accomodated grades one through twelve, but also featured a vocational agriculture program. In 1952, secondary education and the vocational agriculture program were discontinued.

Throughout the late 1950's and early 1960's, the boarding schools in the other areas of the state closed their elementary programs. In 1960, and again without consultation with the Cheyenne and Arapaho Tribes, the Bureau of Indian Affairs opened the Cheyenne and Arapaho Boarding School to all eligible elementary students of the Anadarko Area Office area as well as other Area Offices throughout the United States.

The present facilities at Concho School were completed in 1968. These facilities include a classroom and administration building, a kitchen and dining room, and two dormitories. Several housing units were also built for the use of the school staff. The buildings and residential units are well-maintained. These buildings are all one-story with adequate, well-marked exits. Each building is equipped with heat-risers connected to the automatic fire alarm system. Meticulous and carefully tended grounds add to the attractiveness of the school. Concho School is presently classified as an off-reservation boarding school.

In the Senate Select Committee's report dated June 1981, there were fifty (50) off-reservation boarding schools identified. In that same report, the House Committee on Education and Labor report dated May 1978 was excerpted in its reference to BIA boarding schools as follows: "In almost every state the Committee visited, facilities were found that pose an extreme danger to the health and safety of the children attending."

We have learned that members of that House Committee did visit Concho School before the compilation of a May 1978 report. Unfortunately, the Committee's report and specific comments concerning their findings at Concho School were not available to the Tribes. The Bureau of Indian Affairs, however, neglects to refer to this report.

According to date compiled in a 1978 January study[1] and verified and up-dated in an October study of 1981[2], the average Concho Boarding School student:

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[1] Thomas R. Hopkins, Visiting Research Scholar in Education, "Concho School: A Program Description Of A Elementary Boarding School For Indian Children," (Albuquerque, New Mexico: University of New Mexico College of Education, January, 1978) (Mimeographed.)

[2] U.S.Department of Interior, Bureau of Indian Affairs, "The Educational, Social, Economic Needs of Indian Children Attending Concho Boarding School," (Anadarko, Oklahoma: Bureau of Indian Affairs Anadarko Area Office, October 16, 1981) (Mimeographed.)

*is likely to be a 6th, 7th or 8th grade student
*has a home in Oklahoma
*has divorced parents or does not know their marital status
*has a family income at or below the poverty level
*has 3.8 (average for 1978-1981) siblings
*has 1.75 (average for 1980-1981) of his/her siblings also in attendance at the Concho Boarding School
*stays at the Concho Boarding School on weekends
*does not know or did not report the occupations of his/her parents (not included in the January 1978 study)
*is affiliated with one of these western Oklahoma Tribes: Kiowa, Commanche, Cheyenne, Arapaho, Apache (average of approximately 53% of the total student population for 1978-1981) although there has been an average of 28 tribes represented per year for the past three years.

Of the total student population for the past three years, approximately 54% are enrolled with the Cheyenne-Arapaho & Kiowa Tribes of Oklahoma. While the majority of students are from western Oklahoma, a substantial increase has been noted in the student population from Wisconsin (1978-0;1981-19) - most likely from the Red Lake Band (1978-1; 1981-20).

There was also another survey in 1978 on Concho School. This study was performed by Thomas R. Hopkins, a research scholar in Education associated with the University of New Mexico. This is what Mr. Hopkins wrote about Concho facilities:

> "It has been mentioned earlier that new facilities were completed and occupied in 1968. Since that time the facilities have been well-maintained and there was little damage in evidence. From all appearances, when there is a need for repairs, it is taken care of before further deterioration occurs. . . ." In summary, the total school facility is excellent and well used."

Why did Mr. Hopkins perform the study?

> "The basic purpose of this study relates to Indian Self-determination.........the Anadarko Area Office thought that such a study would be helpful to the educational planning process."

To our knowledge this was the last formal objective study done on Concho School.

Recently, (within the last ten days), the Tribes received a copy of the Budget Justifications for F.Y. 1983 for the Department of the Interior.

> "Concho and Wahpeton have been proposed for closure. Since both schools have elementary-level students, this is especially desirable and in keeping with the BIA policy of educating elementary age children as close to home as possible."

As the studies revealed, the characteristic Concho Boarding School student is affiliated with one or more of the western Oklahoma Tribes.

The Bureau has committed themselves to giving Concho students 1st priority in transferring to other Bureau-operated schools. This would place them much further from home.

> "In addition, Concho and Wahpeton are ranked lowest on the Bureau's ranking for the condition of Off-Reservation Boarding Schools' facilities."

Against what criteria were the schools' facilities evaluated? How were the conditions documented? Of the fifty off-reservation boarding schools that posed an extreme danger to the health and safety of students attending, we can find no evidence to support Concho's ranking of 49 or 50 on the Bureau's list. The only possible way would be if the Bureau built forty or forty-five new off-reservation schools since Concho was built or since the studies were performed in 1978.

According to the Bureau they will be saving $4,744,000 by closing Concho and Wahpeton and thirty-seven (37) day schools in Alaska. This figure appears under the Indian School Equilization Formula. The 1983 budget item for ISEF calls for $1,151,000 increase over 1982. Is this a savings?

In treaties made with the Cheyenne-Arapaho, Kiowa, Commanche and Apache, the decisions on the length of treaty terms was at the governments discretion. These treaties can then be viewed as moral obligations. The trust responsibilities of the Bureau of Indian Affairs reflect these moral obligations. One of the Bureau's purposes is to fulfill and execute the Federal Government's trust obligations to American Indian Tribes and Alaska Native groups.

The Federal Government has a historical and special legal relationship with American Indian Tribes. Through this relationship certain responsibilities are acquired.

Thus far, in the matter of Concho School, both treaty and trust obligations have been ignored. No specific reasons for targeting Concho School for closure were ever set forth. No consultation was held with the Indian Tribes affected. No plan for administrative remedies has ever been discussed.

An arbitrary decision was made by someone, somewhere, and the Indian Tribes affected received off-hand 'notification' through a speech delivered by a Bureau official at a National Conference in October 1981.

To this date no government official has come to the Tribes to explain why our school is being closed. No one has offered any data to back up the decision on why a modern, 3.5 million facility is being shut down. No one has offered any tribal alternatives and most importantly, no one has offered any feasible alternatives for the students who now attend Concho School.

The Cheyenne-Arapaho Tribes implore the members of this Committee to examine the tactics and strategy of this decision to close Concho School. This method of apparent arbitrary decision-making is frightening to Indian Tribes because it is so misaligned with Federal Policy.

We close our testimony with this request that if the school must be closed the procedure must include prior consultation with the Tribes affected, that administrative remedies be explored, and tribal alternatives be granted timely consideration. In making this request we are aware that these conditions preclude closing the school in FY'83. We are appealing to your sense of fairness and responsibility.

THE EDUCATIONAL, SOCIAL, ECONOMIC NEEDS OF INDIAN CHILDREN ATTENDING CONCHO BOARDING SCHOOL

Daniel Sahmaunt

Chief, Division of Indian Education Programs

Bureau of Indian Affairs
Anadarko Area Office
Anadarko, Oklahoma

October 16, 1981

Table 6 - Social Needs Variables - Student Home Living Circumstances

Circumstance	1978-79	%	1979-80	%	1980-81	%
Living with both parents	30	16%	40	21%	61	24%
Living with one parent	124	68%	118	63%	153	60%
Living with a guardian	25	14%	26	14%	35	14%
Not reported	3	2%	3	2%	5	2%
Total	182	100%	187	100%	254	100%

Table 7 - Social Needs Variables - Relationship of Parent or Guardian to Student

Relationship	1978-79	%	1979-80	%	1980-81	%
Mother	109	60%	110	59%	172	67.5%
Father	21	11%	19	10%	10	4%
Aunt	3	2%	4	2%	5	2%
Uncle	0	0%	0	0%	2	1%
Grandparent	17	9%	20	11%	21	8%
Adopted	0	0%	0	0%	1	.5%
Other (Friends or foster home)	5	3%	4	2%	8	3%
Not reported	27	15%	30	16%	35	14%
Total	182	100%	187	100%	254	100%

Table 8 - Social Needs Variables - Family Circumstances-Parental Status

Status	1978-79	%	1979-80	%	1980-81	%
Parents divorced	110	60%	102	55%	106	42%
Legal separation	5	3%	9	5%	28	11%
Relationship of parents unknown	3	2%	1	.5%	1	.5%
One parent dead	9	5%	11	.6%	20	8%
Both parents dead	1	1%	0	0%	1	.5%
Mother's location unknown	2	1%	2	1%	4	2%
Father's location unknown	6	3%	3	2%	6	2%
Parent remarried	8	4%	9	5%	7	3%
Parent has a common-law marriage	0	0%	1	.5%	3	1%
Status unknown	38	21%	49	25%	78	30%
Total	182	100%	187	100%	254	100%

Table 9 reports on the education level of the mother and/or father. It is pertinent to note that in both cases the students did not report 80 percent of the time. It would appear that in a large percentage the students did not know the education level of the parent(s) or did not want to discuss it. Tables 10 and 11 contain student information on the occupation of the parent(s). Again there is a high percentage of (unknown) and (no response) in the data gathered. This leads, in logical fashion, to the economic circumstances of the student's home. Table 12 describes the response of the students to the economic question. Note that there is a much smaller (unknown) or (no response) than previously

FAMILY CIRCUMSTANCES OF CONCHO STUDENTS

Research has indicated that children from broken homes experience more difficulty in school than those who live with both their natural parents.[1] Children from broken homes seem to have a greater percentage of truancy, suspension, expulsion, dropout, and to make lower grades and achievement test scores. The children of Concho fit the research, in that they tend to make lower achievement test scores (see SRA Testing, Tables 18, 19, and 20). These tables show how scores decrease as the students progress (by grade) in school; it is obvious that many of these kinds of students are enrolled in Concho. It seems that this contention is born out by the many problems of truancy and other related negative situations.

Tables 6, 7, and 8 contained in the section on "Student Characteristics," reflect the family situations of Concho students. As indicated previously, almost 80 percent of the Concho children come from broken homes. The data contained in Table 6 shows that more than 60 percent of the Concho students live with only one natural parent and that 14 percent live with a guardian. The student body of Concho, on this one set of data alone, is an extraordinary group reflecting unusual educational needs.

Table 21 reflects that there are numbers of children from the same family who do or have attended Concho. Notes were made on the application forms that parents thought it better to send a brother or sister to boarding school so the children would be close to someone whom they know well. The feeling was expressed that this would be emotionally stronger for the children. The data of Table 21 (and Tables 16 and 17) show the heavy percentage of siblings who are involved with Concho. Although not reflected in research and evaluation literature, this is a traditional practice of Indian families throughout the U.S.--Concho is an excellent sample of this "tradition" in practice.

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[1] Mary G. Conyers, "Comparing School Success of Students from Conventional and Broken Homes," Phi Delta Kappan, Vol. 58, April 1977, No. 8, p. 647.

Table 21 - Social Needs Variables - Students Who Have Siblings That Attended or Are Attending Concho

Response	1978-79	%	1979-80	%	1980-81	%
Yes	114	63%	120	64%	142	56%
No	45	25%	35	19%	57	22%
No record	23	12%	32	17%	55	22%
Total	182	100%	187	100%	254	100%

Table 22, which follows, is presented from prior research conducted at Concho.[2] An exact replica of this form and data collection was not accomplished in this effort, but the cumulative data tend to support that there is a continuation of effect as represented by this table. Specifically, there continue to be multiple reasons for attendance at the school. When related to the family size (see Table 16), it is obvious that most of the Concho children come from larger-than-average, poor (poverty) families usually characterized by broken marriages or other circumstances that can be interpreted as a broken home.

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[2] Research and Evaluation Report Series No. 61, Concho School, Office of Indian Education Programs, IERC, Albuquerque, 1978.

Table 22 - Reasons for Attending Concho[3]

N = 212	Grade									
Reasons	1	2	3	4	5	6	7	8	Total	%
Economic-poverty	2	4	6	14	17	19	20	32	114	54
Educational		2	1	3	5	14	23	12	60	28
Need for structured environment	2		1	8	5	7	8		31	15
Alcoholism in family	1		1	2	2	1	5	8	20	9
Other reasons	1			1	1	3	3	3	12	6
Attend school with other Indians, prejudice			1		1	2	5	2	11	5
Special personal behavior problems	1		1	1	2	1	2	3	11	5
Parental health			1			3	1	3	8	4
Court case			1		1	1	2	2	7	3
Not provided			1				1	1	3	1

Almost all the children enrolled in Concho have severe or extraordinary social problems of one type or another. In the majority of instances, their problems emanate from the conditions of their homelife. The children enter Concho for educational, economic, social (or traditional) reasons. In most instances, the parents, guardians, or social workers believe that the needs of the children cannot be met by the child remaining at home and attending the public schools.

As expressed by the parents and guardians, an educational reason usually means that the child has been excessively truant, or that the public schools are not meeting the needs of the child in the form of special remedial instruction. As an example, an economic reason is reflected by the existence of extreme poverty in the home. Many parents expressed the opinion that they could not provide adequate food for the children or that they were unemployed and believed that the child would receive better care at Concho. A social reason seems to mean that there are extraordinary problems in the home, such as poor health or alcoholism.

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[3] op. cit., p. 25

It seems to be generally supposed that Concho students would reflect a larger percentage of family alcoholism and court cases than usual. It is possible that embarrassed parents would rather list their problems as illness or "need for structured environment" than as alcoholism. Even so, court cases and parental alcoholism are not reflected in the data as prime reasons for Concho placement. On the other hand, data collected pertaining to Social Needs Variables and displayed in the section on "Student Characteristics" are strong indicators that only a very few of the students enrolled at Concho do not come from families with poverty level incomes, single parent homes, or other socially deprived home lives.

It should be noted that many parents verbally expressed a desire for their children to attend Concho because of racial prejudice in the public schools. This data was not written and could not, therefore, be tabulated, but it did occur often enough to cause interviewers to take note and to be concerned by such expression. In some instances, the parent might be very blunt and straightforward about their concern over prejudicial activities; in other instances, the parent would indicate that they really wanted their child to be educated "with other Indians." Although we have seen reports of this prejudice factor in data concerning high school students, the initial Concho report of 1978 seems to be the first one to record such action at the elementary level.[4]

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[4] op. cit.

Senator **Andrews**. Let me point out that we have received additional written testimony that will be made part of today's record. At this point, I would like to insert the testimony from the Devils Lake Sioux Tribal Council, Fort Totten, N. Dak.; the testimony of the Zuni Pueblo of New Mexico; and the testimony of the Flandreau Santee Sioux.

Resolution in opposition to boarding school closings were received from the following organizations and are retained in the committee files:

All Indian Pueblo Council, Inc. 1981 Resolution No. 29.

Apache Tribe of Oklahoma, Resolution No. tpa–3–81.

Concho School Board of Education, February 20, 1982.

Cheyenne-Arapaho Tribes of Oklahoma, Twenty-Third Business Committee, Business Committee Resolution No. 1982–BC23–0029.

Cheyenne-Arapaho Tribes of Oklahoma, Twenty-Third Business Committee, Business Committee Resolution No. 1982–BC23–0030.

Cheyenne-Arapaho Tribes of Oklahoma, Twenty-Third Business Committee, Business Committee Resolution No. 1982–BC23–0031.

Delaware Tribe of Western Oklahoma, September 2, 1981.

Resolution of the Joint District Council (Eastern Navajo Council), ENC–DEC–81–54.

El Reno/Indian Baptist, March 8, 1982.

Kiowa Tribe of Oklahoma, Kiowa No. 81–87.

National American Indian Safety Council, Inc., January 8, 1982.

National Indian Education Association, Resolution No. 13–4, October 11, 1981.

National Indian Youth Council, November 17, 1981.

Navajo Tribal Council Education Committee, ECJ–130–82.

State of New Mexico, Office of Indian Affairs, Resolution No. 70–1.

North Dakota Indian Affairs Commission, November 19, 1981.

Pueblo of Isleta, January 11, 1982.

Red Lake Band of Chippewa Indians, Resolution No. 146–81.

Board of Regents, Southwestern Indian Polytechnic Institute, Resolution No. 76.

Stockbridge-Munsee Community, Resolution No. 0784.

United Indian Tribes of Western Oklahoma and Kansas, Resolution No. 81–26.

[The material follows:]

TRIBAL COUNCIL

FORT TOTTEN, NORTH DAKOTA 58335

Chairman: Carl McKey
Vice-Chairman: Paul Little
Secy-Treas.: Jeanette M. Smith

Councilwoman: Gertrude Cavanaugh
Councilwoman: Bernice Juarez
Councilman: Frank Myrick

Phone 766-4221

February 18, 1982

Honorable Ken Smith
Secretary of Interior
Bureau of Indian Affairs
1951 Constitution Avenue NW
Washington, D.C. 20242

Dear Honorable Ken Smith:

The Devils Lake Sioux Tribe is concerned about the education of all our children on the Devils Lake Sioux Reservation. A healthy and suitable learning environment is necessary in order for our children to grow and the family is our preference, but we realize that there are many circumstances which are not always in the best interests of the child. Consequently, we support the need for the continued operation of the Wahpeton Indian Boarding School and the services the school provides.

Wahpeton serves a unique needy group of students from the Devils Lake Sioux Reservation. In analyzing the reasons the students are sent to Wahpeton, we find the majority are sent because of broken homes or other social-economic problems in the family which is not conducive or supportive of a good education. There are currently twenty-five students from the Devils Lake Sioux Tribe that are attending Wahpeton. We have reviewed the options available to these children if Wahpeton closes and find that we use placement in boarding school at the elementary level as a last resort. Because of the conditions on the reservation, the special need for Wahpeton will continue. For the children that attend Wahpeton, some of the alternatives will be foster placement off the reservation, dropping out of school, drug and alcohol abuse at a young age, delinquency, truancy, and absenteeism. The Devils Lake Sioux Tribe does not want these alternatives for this group of students.

Wahpeton provides to its students a healthy learning enviroment with excellent residential facilities and dormitory personnel. Its instructional staff is very qualified and the Devils Lake Sioux Tribe has no reservations on the quality of education the children receive from Wahpeton. The school is well recognized for its cultural enrichment programs and the pride and identity it promotes for the Indian children.

In Indian education, the students should be educated, first of all, in an environment that provides for all their needs and one where they are happy. The Devils Lake Sioux Tribe fuels that Wahpeton Indian Boarding School provides this type of education for a special group of students and we support the continued need for the school.

Sincerely,

Paul Little

Paul Little, Vice-Chairman
Devils Lake Sioux Tribe

cc: Joe Christie, BIA Superintendent
Honorable Quentin Burdick
Honorable Milton Young
Honorable Byron Dorgan
Dennis Peterson, Area Director
Honorable Mark Andrews

MR. CHAIRMAN:

MY NAME IS ROBERT E. LEWIS, AND I AM THE GOVERNOR OF THE PUEBLO OF ZUNI IN WESTERN NEW MEXICO. I WISH TO MAKE A BRIEF ORAL STATEMENT AND SUBMIT ADDITIONAL WRITTEN INFORMATION TO BE INCLUDED IN THE RECORD.

I COME BEFORE YOU TODAY TO POINT OUT THAT THE BUREAU OF INDIAN AFFAIRS HAS FAILED TO INCLUDE FUNDS FOR THE SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE IN IT"S F.Y. 1983 BUDGET REQUEST. THIS MEANS THAT, WITHOUT ACTION FROM THIS COMMITTEE, THE SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE WILL CLOSE IT'S DOORS TO INDIAN YOUTH IN 1982.

LET ME TELL YOU A LITTLE ABOUT THE SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE, OR, SIPI, AS IT IS KNOWN ALL OVER INDIAN COUNTRY.

SIPI IS LOCATED ON THE OUTSKIRTS OF ALBUQUERQUE, NEW MEXICO. IT IS A BUREAU OF INDIAN AFFAIRS POST SECONDARY SCHOOL, TRAINING INDIAN YOUNG PEOPLE IN VOCATIONAL AND TECHNICAL SKILLS. SIPI WAS AUTHORIZED BY CONGRESS IN 1966 AND COMPLETED IN 1971 AT A COST OF ABOUT $13 MILLION. IT IS THE FINEST POST SECONDARY INSTITUTION OPERATED BY THE BIA AND AN ESTIMATE OF TODAY'S REPLACEMENT COST IS APPROXIMATELY $60 MILLION.

DURING THE SHORT TEN YEARS THAT SIPI HAS BEEN IN OPERATION IT HAS GRADUATED A GREAT MANY YOUNG INDIANS WHO ARE NOW HOLDING DOWN PRODUCTIVE JOBS IN GOVERNMENT AND PRIVATE INDUSTRY. SIPI IS PROVIDING TECHNICAL AND VOCATIONAL TRAINING THAT NO OTHER BIA SCHOOL OFFERS TODAY. THE SCHOOL ATTRACTS STUDENTS FROM ALL OVER THE UNITED STATES, STUDENTS WHO KNOW THAT THEIR ONLY CHANCE OF BREAKING OUT OF THE RESERVATION POVERTY CYCLE IS TO GET THE KIND OF TRAINING THAT WILL PERMIT THEM TO QUALIFY FOR GOOD JOBS IN HIGH TECHNOLOGY INDUSTRY. THESE ARE PEOPLE WHO, DURING THEIR WORKING LIVES, WILL RETURN TO THE UNITED STATES IN INCOME TAXES, MANY TIMES THE COST OF THEIR TRAINING. THESE ARE YOUNG INDIAN PEOPLE WHO ARE NEEDED ON THE RESERVATIONS IF ECONOMIC DEVELOPMENT IS TO BECOME A REALITY. THIS IS THE SCHOOL, MR. CHAIRMAN, THAT THE BIA WANT'S TO CLOSE.

SIPI CAME INTO EXISTANCE BECAUSE OF THE EFFORTS OF MANY PEOPLE - INDIAN AND NON-INDIAN. MANY YEARS AGO WE SAW HOW AMERICA WAS CHANGING, HOW MANY LOW SKILL JOBS WERE DISAPPEARING, AND NEW, HIGH TECHNOLOGY JOBS WERE BEING CREATED. WE BEGAN TO UNDERSTAND HOW THE COMPUTER IS CHANGING OUR WORLD. AS WE LOOKED AROUND, WE FOUND THAT THERE WERE VERY FEW SCHOOLS WHERE OUR INDIAN YOUNG PEOPLE COULD OBTAIN THIS TECHNICAL TRAINING NEEDED TO FIND WORK IN THIS COMPLEX INDUSTRY. IT WAS THEN THAT WE BEGAN TO PUSH FOR THE DEVELOPMENT OF SIPI AS A PLACE WHERE THE BEST VOCATIONAL AND TECHNICAL TRAINING FOR INDIANS COULD BE PROVIDED. IT TOOK YEARS TO ACHIEVE, MR. CHAIRMAN, BUT I CAN TELL YOU THAT MY HEART WAS FULL OF THANKFULLNESS THAT DAY IN 1970 WHEN I TOOK PART IN THE GROUND BREAKING CEREMONY. AND NOW, A SHORT TEN YEARS LATER, THE BIA WANT'S TO ABANDON THE EFFORT TO TRAIN INDIANS IN TECHNICAL SKILLS.

MR. CHAIRMAN, AMERICAN INDIANS NEED SIPI, NOT ONLY AS A SCHOOL WHERE OUR YOUNG PEOPLE CAN LEARN THE SKILLS LEADING TO GOOD JOBS, BUT ALSO AS A PLACE WHERE TRIBAL GOVERNMENTS CAN OBTAIN TECHNICAL ASSISTANCE THAT CAN ASSIST IN THE DEVELOPMENT OF OUR RESERVATIONS. THE BIA IS ALSO PLANNING TO CLOSE THE OFFICE OF TECHNICAL ASSISTANCE AND TRAINING AT BRIGHAM CITY, UTAH. WITHOUT THIS OFFICE, THE TRIBES HAVE NOWHERE TO TURN FOR CRITICALLY NEEDED ASSISTANCE IN THE SOLUTIONS OF ECONOMIC AND GOVERNMENTAL PROBLEMS. WE BELIEVE THAT A COST EFFECTIVE AND COMPREHENSIVE PROGRAM OF TECHNICAL ASSISTANCE CAN BE DEVELOPED AT SIPI.

MR. CHAIRMAN, WE HAVE A PLAN FOR THE CONTINUED OPERATION OF SIPI AS AN INSTITUTION WHICH WILL PLAY A KEY ROLE IN TRAINING INDIAN YOUTH FOR IMPORTANT POSITIONS IN HIGH TECHNOLOGY INDUSTRY. IN ADDITION, OUR PLAN WILL CREATE A MECHANISM WHICH WILL PROVIDE HIGH QUALITY TECHNICAL ASSISTANCE TO INDIAN GOVERNMENTS ACROSS THE COUNTRY. BEST OF ALL, OUR PLAN WILL RESULT IN THE REDUCTION OF THE COST OF GOVERNMENT OPERATION, WHILE RETAINING A HIGH QUALITY, EFFECTIVE PROGRAM.

HOWEVER, IF WE ARE TO ACHIEVE THIS OBJECTIVE, MR. CHAIRMAN, WE NEED YOUR HELP.

WE HAVE PROPOSED TO CONTRACT WITH THE BIA FOR THE OPERATION OF SIPI UNDER THE AUTHORITY OF P.L. 93-638, THE INDIAN SELF DETERMINATION ACT. THE BIA HAS UNOFFICIALLY INDICATED A WILLINGNESS TO ENTER INTO THIS CONTRACT BUT POINT OUT THAT THEIR 1983 BUDGET PROPOSAL CONTAINS NO FUNDS FOR THE EDUCATION OPERATION AT SIPI. THIS MEANS THAT THEY WILL BE UNABLE TO PROVIDE SUFFICIENT FUNDING FOR THE CONTRACT UNLESS THIS COMMITTEE AUTHORIZES THE REQUIRED FUNDS.

WE URGE THIS COMMITTEE TO DESIGNATE A LINE ITEM IN THE BIA APPROPRIATION FOR THE OPERATION OF SIPI AND THE PROVISION OF A PROGRAM OF TECHNICAL ASSISTANCE TO THE TRIBES. THIS SHOULD BE IN THE AMOUNT OF $7,900,000 WHICH COVERS THE ACTUAL TRAINING PROGRAM AT SIPI, THE OPERATIONS AND MAINTENANCE PROGRAM, THE DEVELOPMENT OF NEW SIPI PROGRAM THRUSTS AND THE OPERATION OF A NATIONAL TECHNICAL ASSISTANCE EFFORT. THIS AMOUNT ALSO INCLUDES THE OVERHEAD REQUIRED TO MANAGE AN EFFECTIVE PROGRAM. THIS DESIGNATION WILL PERMIT THE DELIVERY OF VITALLY NEEDED TRAINING AND TECHNICAL ASSISTANCE PROGRAMS AT SIPI, AND WILL GIVE US TIME TO SEEK MAJOR FUNDING FROM THE PRIVATE SECTOR. THIS ACTION WILL, WITHIN THREE YEARS, OFFER MAJOR REDUCTIONS IN FEDERAL FUNDING

MR. CHAIRMAN, THE MESCALERO APACHE AND THE NAVAJO HAVE JOINED WITH THE ZUNI TO MAKE THIS PROPOSAL. IF WE ARE SUCCESSFUL WE INTEND TO FORM THE NATIVE AMERICAN TECHNICAL ASSISTANCE CORPORATION (NATAC) WHICH WILL BE A NON-PROFIT FOUNDATION DEVOTED TO THE DEVELOPMENT OF HIGH QUALITY, INDUSTRY SPECIFIC, HIGH TECHNOLOGY TRAINING PROGRAMS AT SIPI AND THE DELIVERY OF A NATION-WIDE PROGRAM OF TECHNICAL ASSISTANCE TO INDIAN TRIBAL GOVERNMENTS. WE ARE INVITING OTHER TRIBES TO JOIN WITH US IN THIS CONSORTIUM.

MR. CHAIRMAN, POSITIVE ACTION ON THE PART OF THIS COMMITTEE WILL BE GREETEED WITH ENTHUSIASM AND APPRECIATION AMONG INDIANS EVERYWHERE. IT WILL GIVE US AN OPPORTUNITY TO BUILD SIPI INTO A FORCE WHICH WILL MAKE A MAJOR CONTRIBUTION TO THE DEVELOPMENT OF RESERVATION ECONOMIES AND PROVIDE SKILLED EMPLOYEES TO AMERICAN HIGH TECHNOLOGY INDUSTRY.

MR CHAIRMAN, I WILL SUBMIT ADDITIONAL INFORMATION FOR THE RECORD. I THANK YOU FOR THE OPPORTUNITY TO APPEAR BEFORE THIS COMMITTEE.

Flandreau Santee Sioux Tribe
Box [illegible]
Flandreau, South Dakota 57028

February 19, 1982

To: Senate Indian Affairs
Bureau of Indian Affairs Proposal To close
Off Reservation Boarding School

I am writing to request your assistance in our efforts to insure the future of the Flandreau Indian School at Flandreau, South Dakota.

The Flandreau Indian School has been providing an education for young people for more than 100 years. The school was originally established as a mission school at the request of the Flandreau Santee Sioux Tribe in 1871. In 1883, the United States purchased the land and in 1892, the federal government established an off-reservation boarding school at Flandreau.

At the present time, students from 32 tribes and 9 states attend the school. In the last 20 years, over 2½ million dollars have been appropriated for construction of dormitories, a gymnasium and kitchen facilities on the campus. A large part of this appropriation was due to the efforts of Senator Karl Mundt who sponsored the appropriations bill in Congress.

The Flandreau Santee Sioux Tribe has been politically supportive of the Flandreau Indian School since its very inception. Some of the reasons for this active interest in the school's welfare are as follows:

1. The school was started on tribal land for the benefit of the Flandreau Santee Sioux Tribe.
2. Over 90% of the tribal members are employed in some capacity by the school.
3. The school is located approximately in the center of the Flandreau Santee Sioux reservation.
4. The Flandreau Santee Sioux Tribe feels a continuing responsibility to aid in providing quality education for Indian people.

In light of statements suggesting the termination of "off-reservation" boarding schools and in view of proposed federal budget cuts, the Flandreau Santee Sioux Tribe feels that alternatives for the future of the Flandreau Indian School must be developed now. We are therefore requesting your assistance and support in our efforts to acquire the school land and facilities. We feel that such a request is both a logical and feasible application of the stated policies of Indian Self-Determination.

Acquisition of the school's land and facilities would allow the Flandreau Santee Sioux Tribe to develop alternatives to supplement existing programs and create a new direction for the school to follow. The tribe, together with the Bureau of Indian Affairs, could develop a new approach for the education of Indian people-vocational training. The tribe could supplement such a program with funding and technical assistance obtained from federal and private sources.

The Flandreau Santee Sioux Tribe is very interested in developing light industry in Flandreau. Students utilizing the vocational education program could receive on-the-job training at such a facility. Such a facility and program would allow Indian people to develop valuable skills and enable them to be contributing, self-supporting members of society.

We wish to emphasize that we are not requesting the termination of the Bureau of Indian Affairs operation of the Flandreau Indian School. We are only interested in obtaining the land and facilities so as to insure that the Indian School will continue to exist after the federal government has ceased to operate the school.

The transfer of land which we propose could be accomplished in one of two ways:

1. A legislative act similar to the act passed by the United States Congress in 1974 placing certain federal lands in trust for the Sisseton-Wahpeton Sioux Tribe. We are attaching a draft of such a bill for your consideration.
2. An administrative act by the Department of the Interior placing the land in trust or the Flandreau Santee Sioux Tribe. Authority for such an act is contained in 25 USC 467.

Either method would make the Flandreau Indian School an "on-reservation" school. We respectfully request your support in our efforts to accomplish this goal. We invite the challenge if you give us the opportunity.

Sincerely,

George L. Allen

George L. Allen, Sr.
Tribal Chairman
Flandreau Santee Sioux Tribe

GLA:lb

AN ACT

To declare that certain federally owned lands are held by the United States in trust for the Flandreau Santee Sioux Tribe in South Dakota.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

That all right, title and interest of the United States in and to land comprising the Flandreau Indian School in South Dakota is hereby declared to be held by the United States in trust for the Flandreau Santee Sioux Tribe described as follows, to wit:

> (1) the northeast quarter of section Twenty One (21), township One Hundred Seven (107) north, range forty-eight (48) west of the fifth principal meridian, County of Moody, State of South Dakota, containing 160 acres, more or less, and
> (2) the north two-thirds of the northwest quarter of the southwest quarter of the southwest quarter of section 14, township 107 north, range 48 west of the fifth principal meridian, County of Moody, State of South Dakota, containing 10 acres, more or less, and
> (3) lot 2 of the southeast quarter of section 21, township 107 north, range 48 west of the fifth principal meridian, County of Moody, State of South Dakota, containing 5 acres, more or less.

This conveyance is subject to all valid, existing right-of-way of record.

Sec. 2. This conveyance is subject to the right of the United States to use and improve such portion of the land and buildings described in (1) above as the Secretary of the Interior may determine for so long as may be necessary.

Sec. 3. The Indian Claim Commission is directed to determine in accordance with the provisions of the Act of August 13, 1946 (60 Stat. 1050) the extent to which the value of the title conveyed by this Act should not be set off against any claim against the United States determined by the Commission.

Flandreau Santee Sioux Tribe
Box 292
Flandreau, South Dakota 57028

The Flandreau Santee Sioux Tribe is the smallest reservation in the Dakotas in terms of population and land base. At the same time, the Tribe has an unemployment rate of only 8%. 98% of all Tribal members are employed by the Flandreau Indian School, an off-reservation boarding school operated by the BIA.

The Tribe has an average educational attainment level of 12.8 years. This is an unusually high level for a reservation.

Due to its small size, the Flandreau Santee Sioux Tribe is often not able to obtain federal programs and services available to other, larger reservations. However, the Tribe does own and operate a 10-unit motel on the southwest end of Flandreau, which has been a successful addition to the community.

The Tribe is presently building a Multi-Purpose building through the use of Community Development Block Grant funds. The Tribe is building this facility on a force account system whereby the Tribe itself is the prime contractor. The building will be used as a senior citizen's center and day care center, as well as other Tribal activities.

The Tribe has, within the last 3 years, received HUD housing for the first time.

The Tribe is operating the federal Commodities program for Moody County and surrounding areas. Under this program, the vice provides low cost food to eligible Indian and non-Indian families.

The Tribe is in the process of obtaining the land on which the Flandreau Indian School is located. This would allow the Tribe to develop alternatives for the school's use once the BIA no longer wishes to operate it.

As stated earlier, the Flandreau Santee Sioux Tribe is attempting to obtain the land on which the Flandreau Indian School is located. The Tribe places this objective as its number one priority for the following reasons:

1. The school was started on Tribal land for the benefit of the Flandreau Santee Sioux Tribe.
2. 98% of all employed Tribal members are employed by the school.
3. The school is located approximately in the center of the Flandreau Santee Sioux reservation.
4. The Flandreau Santee Sioux Tribe feels a responsibility to aid in providing quality education for Indian people.

Acquisition of the school land and facilities would allow the Flandreau Santee Sioux Tribe to develop alternatives for the use of the Flandreau Indian School such as vocational training for our Indian people. We have been in contact with Augustana College in Sioux Falls and Lake Area Vocational-Technical School in Watertown, South Dakota in connection with the development of this concept.

We would like to obtain funding to develop this vocational training program at the Flandreau Indian School. This program [illegible] in addition to the programs presently being offered at the school.

We believe that the development of the Flandreau Indian School in this manner would benefit Indian people nation-wide. Presently, students from 32 Tribes attend the school. They would obtain skills which they could take back to their people allowing them to benefit as well.

This project would correspond with President Reagan's goal of economic self-sufficiency for Indian people.

The Flandreau Santee Sioux Tribe has been very progressive despite its small size; however, we feel there is still much that can be done for our people. We believe that obtaining the school and initiating a vocational education program would be a major step towards accomplishing self-sufficiency for our people.

The Flandreau Santee Sioux Tribe supports the concept of block grants to Indian Tribes due to the fact that such a system would reduce paper work and permit flexibility in allocation of funds and local administration by the Tribes. We welcome this opportunity to take a more active role in self-government.

However, we would request that Indian set-asides be established in those departments and programs in which no set-aside funds currently exist. We feel that this request is reasonable in view of the special relationship which exists between the United States and Indian Tribes.

We realize that we must absorb our fair share of the budget cuts, however we ask that this cut be fair, equitable and in line with the cuts being made in other programs.

George L. Allen

George L. Allen, Sr.
Flandreau Santee Sioux
Tribal Chairman

Rapid City Journal 1-24-81

Smallest reservation rates with largest

m Giago
aff Writer

FLANDREAU — With 2,100 acres of land and a population of almost 600 people, the Flandreau Santee Reservation has the distinction of being the smallest of eight reservations in South Dakota.

Just 18 miles from Pipestone, Minn., where stone is mined for the bowls of the ceremonial pipes of many tribes, the reservation lies within Moody County, between Brookings and Sioux Falls.

Tribal Chairman George Allen Jr. is proud that his reservation is the only one in this state which does not pay its tribal officers.

"We have a chairman, vice chairman, combination secretary-treasurer and two tribal council members and we all work without pay."

Using the pay scale of comparable salaries for elected officials on another South Dakota reservation, the Flandreau Santee Tribe is saving approximately $110,000 each year by not paying salaries.

Allen said this is the way it was in the old days . . . It has been only since the Indian Reorganization Act of 1934 that tribal councils began to vote themselves "big, fat salaries."

"This is one burden that we will not place on our people because we figure

George Allen Sr.

that the money saved on salaries can be used on other useful things in the community," he said.

A recent study placed the average years of education for the tribe at 12.8 years and the unemployment rate at 8 percent. "This is one of the highest education averages anywhere," said Vice Chairman Gordon Jones. "I know for sure that we have the lowest rate of unemployment of any reservation in this state," he said.

Flandreau Indian School, operated by the Bureau of Indian Affairs, is the single largest employer on the reservation. The tribe is working to become contracting agent for the school under the Indian Education and Self-determination Act.

The tribe takes great pride in its First Americans Inn, totally a tribal enterprise. The Inn began to show a net profit in its third year of operation.

Jones said, "The Economic Development Administration funded about 16 motel operations on several reservations to the tune of several million dollars and everyone — except maybe three — failed."

When the Flandreau Santee Tribe decided to build a motel for profit, it met with a local banker, worked out a loan agreement between the tribe and the bank, and started to build. "We approached it purely as a business venture, and it has been a big success," Jones said.

The tribe operates the commodity assistance program for Moody County and serves Indian and non-Indian residents. The tribally controlled health clinic also serves all of the county's residents, including non-Indians.

A $200,000 multi-purpose community building is under construction with a grant from the Housing and Urban Development Administration. When it is completed, in about five months, it will house the day care center, the city drug and alcohol abuse program, meetings of senior citizens and serve as a meeting place for all tribal functions.

The tribe has applied for a grant for a feasibility study on a $45 million gasohol plant which would employ 60 to 90 people. The project will be a joint venture between the tribe and several private corporations. "This will be a big shot in the arm for us," Allen said.

Because the economy of the reservation is primarily agricultural, Allen believes that a gasohol plant also would benefit the farmers. Many residents live on and farm individual allotments of land. An irrigation project for the 2,100 acres of tribally owned land is being discussed.

Jones said several new homes are being constructed in a housing program, however he doesn't think there will be enough housing available because so many young people are returning to the reservation.

"We might be a small reservation, but I think our progress rates with the biggest reservation," Jones said.

Senator ANDREWS. I believe this concludes today's hearing and I appreciate your attendance and concern.

The hearing is adjourned.

[Whereupon, at 1:35 p.m., the hearing was adjourned.]

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